

DOCUMENT RESUME

ED 321 611

FL 800 191

AUTHOR Castillo. Alice R.; And Others
TITLE English in the Workplace for Hotel Housekeepers.
Manual and Curriculum Guide.
INSTITUTION Fairfax County Public Schools, VA. Dept. of
Vocational, Adult and Community Education.
SPONS AGENCY Virginia State Dept. of Education, Richmond. Div. of
Adult Education Services.
PUB DATE 90
GRANT 6-E002659
NOTE 173p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Course Descriptions; Curriculum Guides; Educational
Objectives; *Hospitality Occupations; *Hotels;
*Housekeepers; Interpersonal Communication; Lesson
Plans; *Literacy Education; Program Design; Public
Relations; Records (Forms); Second Language
Instruction; Visual Aids; Vocabulary; *Vocational
English (Second Language)
IDENTIFIERS 310 Project; *Workplace Literacy

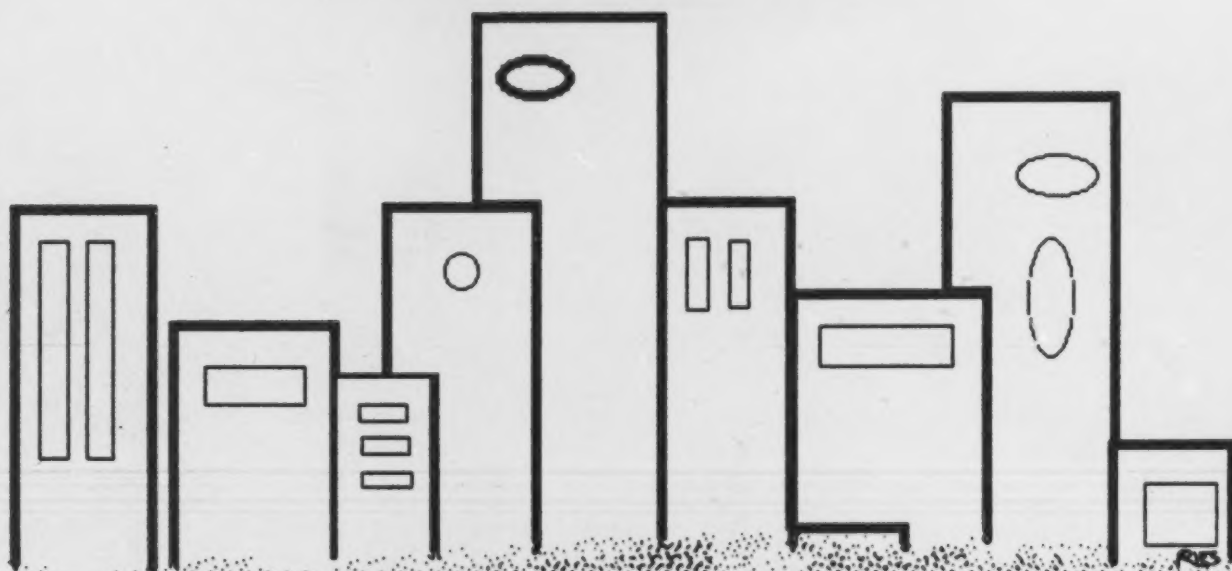
ABSTRACT

This manual and curriculum guide describe the steps in the development of a workplace English program for hotel housekeepers, offers methods for needs assessment, outlines a curriculum, provides reproducible hands-on classroom activities designed to practice the concepts of the curriculum and to trigger teachers' imaginations, and offers general and specific resources. A series of lesson plans introduces a variety of pertinent topics and functions, including: giving and taking directions (hotel signs, hotel locations, room and floor numbers, using prepositions, giving and following commands); quest relations (greetings and responses, small talk, requesting permission, offering supplies, understanding requests); forms (simple forms, lost and found form, time sheets, pay stubs, work schedule); and reporting information (calling in sick, reporting repairs needed, preventing and reporting accidents). Each lesson includes objectives, procedures, and exercises, sometimes with variations. Visual aids are incorporated into the lessons, and a series of reproducible visuals is also appended. A brief bibliography and list of supplementary resources are included, and sample forms for teacher use are also appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED321611

English in the Workplace



for Hotel Housekeepers Manual and Curriculum Guide

Fairfax County Public Schools
Office of Adult & Community Education

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

E. Baush

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Fairfax County Public Schools
Adult Education Act Title III, Section 310

ENGLISH IN THE WORKPLACE
for hotel housekeepers
Manual and Curriculum Guide

by

Alice R. Castillo	Instructor
Laura Schanes Romstedt	Coordinator English in the Workplace
Kathleen Flannery Silc	Instructor
Donna Vanderhoff-Chambi	Instructor
Leslie Weaver	Photographer
Amy Chertock	Illustrator
Oscar Garcia	Illustrator
Richard Silc	Cover Design

The activities reported herein have been performed pursuant to an extension of a grant from the Virginia Department of Education, Division of Adult Education Services, under the federal Adult Education Act, Title III, Section 310. However, points of view or opinions expressed in this report do not necessarily represent the official position or policy of either the U.S. Department of Education or the Virginia Department of Education, Division of Adult Services.

ENGLISH IN THE WORKPLACE

Fairfax County Public Schools
Office of Adult and Community Education
7510 Lisle Ave.
Falls Church, Virginia 22043

This work was supported by an extension of

Grant #6 E002659

Adult Education Act, Title III, Section 310

Virginia Department of Education

Reproduction of these materials is encouraged
under the following conditions: (1) the authors
must be credited and (2) the material cannot be
resold for profit.

Table of Contents

	<u>Page</u>
Acknowledgements.....	vi
Introduction.....	1
Steps in Setting Up an EWP Program.....	2
Instructional Objectives.....	9
Curriculum Outline.....	10
The Lesson Plans.....	13
Giving and Taking Directions.....	
Hotel Signs.....	19
Hotel Locations.....	23
Room Numbers and Floor Numbers.....	27
Using Prepositions.....	31
Giving and Following Commands.....	40
Guest Relations	
Greetings and Responses.....	44
Small Talk.....	45
Requesting Permission.....	48
Offering Supplies/Understanding Requests.....	53
Forms	
Simple Forms.....	57
Lost and Found Form.....	64
Time Sheets and Pay Stubs.....	67
Pay Stubs.....	71
Work Schedule.....	73

Table of Contents (Cont.)

	<u>Page</u>
Reporting Information	
Calling in Sick.....	76
Reporting Repairs Needed.....	80
Preventing and Reporting Accidents.....	93
Visuals.....	95
Housekeeping Vocabulary.....	111
Resources	
Resources Utilization Chart.....	118
Bibliography.....	119
Supplementing Instructional Materials.....	121
Appendices.....	122

Acknowledgements

Special thanks goes to Berlinda Saenz, EWP secretary, for making sure that everything was collated, stapled, folded, packaged and labeled properly for each individual hotel; to Lee DeTemple, volunteer typist, for transforming illegible scribble into clear, concise information; to Oscar Garcia, one of the hotel students, for drawing many of the visuals in this guide; to Elaine Baush, Program Specialist for Adult English as a Second Language and Foreign Languages, and Kenneth R. Plum, Director of Fairfax County School's Office of Adult and Community Education, for their encouragement and enthusiasm; to the McLean Hilton, McLean, Virginia; the Holiday Inn, Tyson's Corner, McLean, Virginia; the Marriott Hotel Tyson's Corner, Falls Church, Virginia; and the Washington Dulles Ramada Renaissance Hotel, Herndon, Virginia, for providing us with students and a place to teach; and to the housekeepers and other hotel employees who taught us so much while they worked so hard to learn English.

INTRODUCTION

The recent influx of immigrants and refugees combined with the expansion of jobs in business and industry as well as public institutions has created a swelling workforce of limited English proficient (LEP) adults. However, once the LEP adults do become employed, it is usually at entry level positions. Once on the job, the LEP worker's limited ability to communicate effectively on a day-to-day basis with supervisors, co-workers, customers, guests or clients has a negative effect on job retention and promotion. Job-related language training for the LEP employees is essential for these newest members of our community to become contributors to society. Job-specific English taught at the workplace is the most effective and efficient solution to this urgent need.

In addition to reaching these adults when and where they need it most, English in the Workplace (EWP) offers an opportunity to combine the resources of adult education programs with those of business and industry to meet this need.

This manual and curriculum guide will describe the steps in the development of an English in the Workplace program for hotel housekeepers, offer methods for needs assessment, outline a curriculum, provide reproducible hands-on classroom activities designed to practice the concepts of the curriculum and to trigger teachers' imaginations, and offer general and specific resources.

Steps in Setting Up an EWP Program

In setting up an EWP program there is a general progression of tasks to remember; however, each program will be different by virtue of tailoring the program to each employer's needs. The following is a brief outline of the steps to take to ensure a comprehensive program designed specifically to particular worksites.

1. First, of course, there must be the first contact between the educational institution and a representative from the industry. This can be initiated by the industry or by the EWP coordinator from the school. If there are EWP programs already in place or developing, the EWP coordinator can design a flier as a marketing tool and aggressively seek contracts in various business areas. (See Appendix A) On the other hand, because of the quantity of limited English proficient (LEP) adults in the workforce now, many businesses are seeking a means to improve the workers' communication skills. Consequently, they often contact the educational institution for help.

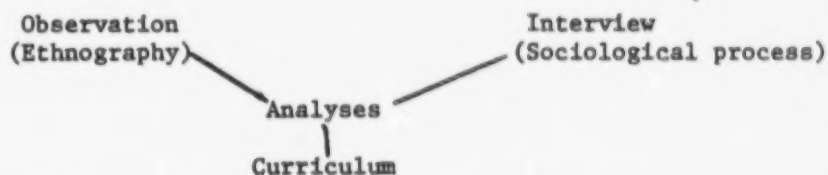
2. Once the contact between the EWP coordinator and management has been initiated, contract negotiations will follow. In preparing a contract the EWP coordinator should consider several things.

- a. There are three time arrangements possible: Classes all on paid work time, all on employees' time, or 1/2 paid time and 1/2 employees' time. Child care constraints and family obligations interfere with attendance. But employers often find it too difficult in terms of decreased labor force to release employees 1 1/2 to 2 hours two to three times a week. Therefore, the half-half situation has been a successful option.

- b. Classes should be no less than three hours a week, held two times a week. Otherwise value of the instructional contact is decreased.
 - c. If the business employs a large number of LEP adults, the EWP coordinator should consider the level of the students and suggest two or three classes to accommodate differing levels of language acquisition.
 - d. Providing cross-cultural training to the managers and supervisors in conjunction with the English classes for the employees gives the managers/supervisors tools to work more effectively with the employees and to understand, follow, and reinforce the language training. The two areas of training complement and enhance each other. Supervisors become more willing to interface with their employees and practice what they are learning. Cross-cultural training can consist of a discussion of cultural interference problems (an employee nodding "yes" when she doesn't understand, different time concepts, telephoning procedures, etc.) and how to deal with those interferences; cultural awareness or sensitivity exercises (See Appendix B); and a general discussion of how to work with different cultures, maintain everyone's dignity, and stress the cultural importance of certain actions.
 - e. The EWP coordinator needs to include sufficient time in the contract for on-site observations, materials development, and final project evaluation.
3. The manager or industry contact informs all supervisors and employees of the English language training and the cross-cultural training.

4. The manager or industry contact finds a suitable room/space for the classes.

5. The EWP instructor and/or coordinator conduct extensive observations at the worksite, prepare needs assessments for the supervisors and the employees, and determine the communication network of the employees. Once all this information is compiled, the instructor and coordinator will have an ethnography of the job site and will be able to design an appropriate curriculum and accompanying lesson plans.



In conducting an ethnography the observers go into the workplace and follow LEP employees as well as native English speaking employees. They write down types of interactions and some of the language. They tape record everything. Take copious notes. They watch non-verbal behavior and note it. They look at the social relationships. They look for the functions of language, grammar, cultural behavior, specific vocabulary. They document all the information about the speakers: age, ethnicity, sex, position. They take note of the environment - is it noisy? cold? etc. The purpose is to capture the general work environment and the people and interactions in it.

After several observations the instructor and coordinator will know the language used in routine social interaction - where, when, and with whom it is used; the language used specifically for the job - responding to instructions, making requests; the language used for inquiring about formal procedures -

holidays, unions, calling in, and the language used for mobility - carrying messages, using the phone, initiating conversation.

In conjunction with the observations, the instructor and coordinator conduct oral interviews and written questionnaires of the supervisors at the worksite. They also conduct interviews of the employees, but not on the job.

The instructors ask the supervisors "how" questions so they can distinguish the processes the supervisors use in communication.

i.e.: How do you retell workers when they don't understand?

How do you complain about poor workmanship?

From these "how" questions you get "do" questions. "How" questions are less threatening to supervisors. In addition to the interview, the instructor can ask the supervisor to complete a questionnaire designed to ascertain complaints. (See Appendix C)

Simultaneously the instructors can interview the employees, but preferably not on the job. The instructor needs to watch and record on the job. These questions can be asked in a group:

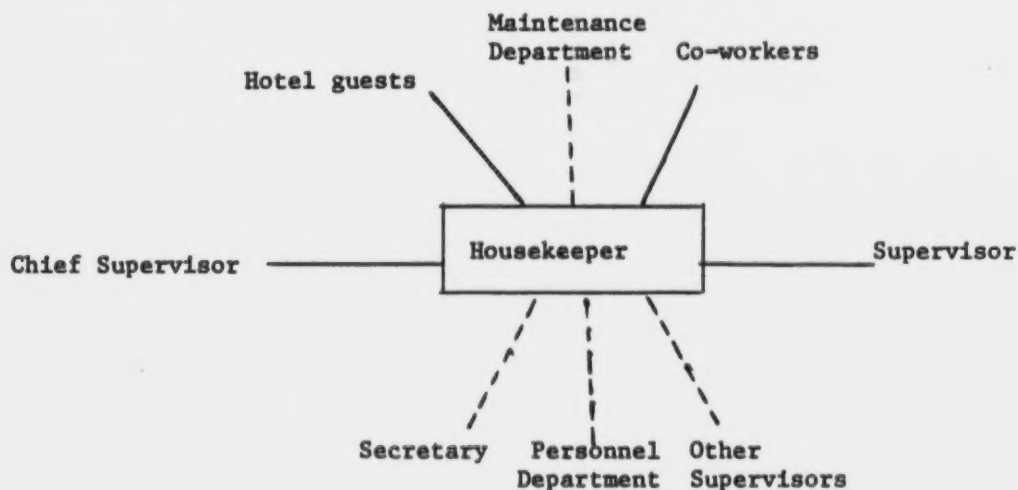
- * Do you speak English on the job? About what?
- * What do you do if your machine breaks down?
- * Who did you speak to today in English on the job? About what?
- * What did you read to do your job today? Did you read the same thing yesterday? Last week?

In addition to the oral interview, the instructors may ask the employees to complete a needs-assessment questionnaire with the help of a bilingual aide. (See Appendix C-2)

Once the instructor and coordinator have gathered all this information, they can prepare a communications network and a grid of the language functions,

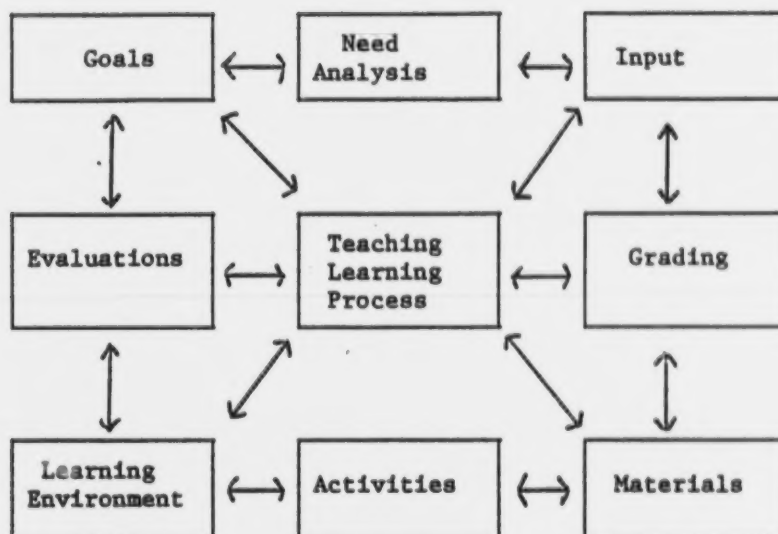
grammar, vocabulary, and cultural points specific to the employee's job. It must be remembered, also, that the employee has a life outside of the workplace that impacts on his job and his functioning in that job. The English taught, therefore, should be within the context of his adult life as a contributor to the work force, to his family and children, and to society.

The communications network may look like this:



The solid lines indicate crucial communication, those people with whom the employee speaks every day. The dotted lines indicate secondary communication representing occasional interaction.

Synthesizing this information the instructor and coordinator can develop the curriculum, design lesson plans, acquire materials, and initiate classes. The process can be illustrated by the following visual.



6. The instructor and coordinator pre-test the participants to determine their level of language acquisition and their needs. For the Fairfax County Public School project the Bilingual Vocational Oral Proficiency Test (BVOPT) was used, but the project teachers considered it an inappropriate assessment tool. (See Appendix D) It did not test the language and the skills needed at each specific workplace.

7. The industry contact supplies work-related memos, floor plans, manuals, personnel policies, announcements, company organizational chart, forms, tools, and anything else as requested. (See Appendix E)

8. After compiling the data from the ethnographies, the interviews, the questionnaires, the work-related materials, and the results of the pre-test, the instructor and coordinator, in collaboration with industry personnel, design a curriculum specific to the needs of the particular workers.

9. The instructor and coordinator develop appropriate materials for the class.

10. The instructor begins the classes.
11. The coordinator provides the first cross-cultural training seminar for the supervisors (if more than one has been contracted for).
12. The instructor maintains regular contact with the supervisors, giving and getting continuous feedback, asking for suggestions. S/he also encourages the supervisors to practice what the students/employees are learning. (See Appendix F)
13. The instructor and the coordinator do the "paperwork" necessary for the project, including attendance reports and progress reports (See Appendix G).
14. Toward the end of the contract period the coordinator conducts the second cross-cultural training seminar (if contracted for) targeting concerns that have arisen during the language training.
15. The instructor and the coordinator post-test the participants and issue a questionnaire to the supervisors to assess the value and impact of the training. (See Appendix H)
16. Depending on the supervisors and the length of the course, the business and/or educational institution can host a recognition ceremony or a social for the participants, with each participant receiving a certificate. (See Appendix I) In addition, certificates may also be given out to students with perfect attendance, and/or to the student who has made the most progress in class.

Instructional Objectives

Fairfax County Public Schools (FCPS) Office of Adult and Community Development contracted with four major hotels to provide English as a Second Language training to hotel employees whose first language was not English. A total of 60 employees (15 at each hotel) attended class, with 53 of them coming from the housekeeping department. Because the majority of employees/students enrolled were from the housekeeping department, it was decided that the curriculum should be directed toward housekeeping needs. Four topic areas were selected and developed in the curriculum:

1.) Giving and taking directions; 2.) guest relations; 3.) forms; and 4.) reporting information. Each topic was divided into separate units, as shown on the following pages.

CURRICULUM OUTLINE

Topics	Competency	Vocabulary	Structure	Cultural Aspect	Techniques Materials/ Reference
GIVING AND TAKING DIRECTIONS	- Reading hotel signs	- Hotel names for various locations	- Proper names	- Why locations are given special names	- Materials should be made for each different hotel
	- Recognizing room numbers	- Where's Room 1031?	- Cardinal numbers		- <i>Side by Side</i> , - <i>Practice with Your Partner</i> - <i>Survival English</i>
	- Giving directions to locations on different floors	- Where's the restaurant?	- Ordinal numbers	- The first floor is the ground floor	- <i>Side by Side</i> - <i>Grammarwork 2</i> - <i>Lifeskills 1</i> - <i>Speaking Up At Work</i>
	- Putting items in the correct place	- Put the shampoo next to the soap - in front of - behind - over - under - between	- Prepositions		- <i>A Conversation Book, 1</i> - <i>Side by Side</i> - <i>Grammarwork 1</i> - <i>Grammarwork 2</i> - <i>Lifeskills 1</i> - <i>Survival English</i> - <i>Speaking Up At Work</i>
GUEST RELATIONS	- Greeting and small talk	- Good morning - Good afternoon - Have a nice day	- Present	- Appropriate greetings and titles	- <i>A Conversation Book 1</i> - <i>Grammarwork 1</i> - <i>Lifeskills 1</i> - <i>Speaking Up At Work</i> - <i>Lifelines 1</i>
	- Permission and requests	- May I come in? - May I clean your room now? - Could you come back later? - May I have more shampoo?	- Present - Future - Question form	- Implication of silence when handing something to someone	- <i>Grammarwork 2</i> - <i>Speaking Up At Work</i>
	- Understanding time phrases	- Come back in 10 minutes. - in an hour - later	- Present	- "in 10 minutes" is an approximate time	- <i>A Conversation Book 1</i> - <i>Side by Side</i> - <i>Grammarwork 1</i> - <i>Grammarwork 2</i>

Curriculum Outline Continued

Topic	Competency	Vocabulary	Structure	Cultural Aspect	Techniques Materials/ Reference
FORMS	- Understanding simple forms	- Name, address, birthdate, female, male, Soc. Sec. No. - Lost and found	- Forms	- Need to print legibly	- <i>A Conversation Book 1</i> - <i>Grammarwork 1</i> - <i>Lifeskills 1</i> - <i>Practice with Your Partner</i> - <i>Survival English</i> - <i>Lifelines 1</i>
	- Understanding pay stubs	- Gross pay, tax, deductions, sick leave, insurance	- Forms	- American tax deductions - Importance of insurance	- <i>A Conversation Book 1</i> - <i>Speaking Up At Work</i>
	- Interpreting work schedules	- Days of the week - Day off - Time	- Chart	- American work ethic	- <i>A Conversation Book</i> - <i>Side by Side</i> - <i>Grammarwork 2</i> - <i>Lifeskills 1</i> - <i>Practice with Your Partner</i> - <i>Survival English</i> - <i>Speaking Up At Work</i>
REPORTING INFORMATION	- Calling in sick	- I can't come to work. - Flu, cold, fever, migraine, toothache	- Present - Present continuous - Future	- Call every day - Appropriate excuses	- <i>A Conversation Book 1</i> - <i>Grammarwork 2</i> - <i>Lifeskills 1</i> - <i>Survival English</i> - <i>Speaking Up At Work</i>
	- Reporting repairs	- Furniture and items in hotel room - The ___ is broken. - The ___ is leaking.	- Present - Present continuous	- The importance of reporting when something is out of order	- <i>A Conversation Book 1</i> - <i>Lifeskills 1</i> - <i>Speaking Up At Work</i>

Curriculum Outline Continued

Topic	Competency	Vocabulary	Structure	Cultural Aspect	Techniques Materials/ Reference
Reporting Information	- Preventing and reporting accidents	- Be careful - Hurt, pain, rash, swell, bleed	- Present - Present continuous - Past	- The importance of reporting accidents immediately - There is no shame in asking for help - Workers Comp	- <i>A Conversation Book 1</i> - <i>Side by Side</i> - <i>Speaking Up At Work</i>

LESSON PLANS

The Lesson Plans

This curriculum is designed for immediate access by EWP teachers.

The activities are hands-on communicative activities prepared to be photocopied and cut up for use or taken right out of the curriculum and cut up for use. We have tried to provide samples of various techniques and strategies, hoping to trigger the imaginations of the teachers. This is only a sample, certainly not exhaustive. As we field-tested these activities in the ESL classes for hotel housekeepers, certain key concepts became clear.

1. All of the housekeeping students were either at the literacy or beginning levels of English proficiency. The lesson plans that follow are designed to match the needs of those particular students and their knowledge of English. Experience has shown us that students having such low levels of English proficiency must get a firm grasp of basic communication skills before they can confidently master many job-specific language requirements. Therefore, many of the lesson plans are designed as a "first step", since most of the students were lacking a solid foundation in English. Please note that most of these activities can be adapted to work with students of higher levels of English proficiency.

2. Students require different types of practice and reinforcement. Material needs to be presented several times in various ways because learners have different learning styles and thresholds. In order to provide the same material through a variety of activities without incurring student boredom, we learn to spiral, presenting a unit on filling out forms, then interacting with hotel guests, then perhaps back to forms. Some units deliberately overlap information. For example, both the unit on recognizing hotel signs and unit on giving directions within the hotel require students to give

directions using prepositions. This curriculum, then, is not meant to be followed one page after another. We choose activities that suit the needs of the students at that particular time.

3. The needs of our students fluctuate. We must constantly reassess those needs and respond to them. We have to listen to the students as they enter the class before it begins and during their break to discover what they are talking about on a general basis, how they say it, and what feelings and attitudes they express. Then we must dialogue with them to continually uncover needs, strengths, and weaknesses. And finally, we have to act, to bring the information we have gleaned together and apply it to our task of providing communication skills. The activities in this curriculum were designed to integrate with that task.

4. Continual feedback from students and supervisors as well as networking with other teachers helps us to more accurately apply the curriculum in our own classrooms.

5. Our goal is to encourage the students to develop themselves, to discover their own inner knowledge. These activities don't hand out information, but rather pose problems that the students must solve. We, the teachers, stand by as a guide while the students learn through their own experiences and those of their classmates.

The lesson plans have been developed around four topic areas, as illustrated earlier. The beginning of each unit is uniform. First, there is a photograph, which can be used for illustration, vocabulary elicitation, or discussion. Some questions a teacher might ask to encourage language production and understanding follow:

- a. What do you see?
- b. What do you feel when you look at this picture?
- c. What is that?
- d. Is there a problem?
- e. What's the problem?
- f. Why is there a problem? (The teacher must encourage them to guess, to make it up, to use their imaginations.)
- g. Do you know anyone who has experienced this problem? Have you?
How is it the same? How is it different? How do you feel about it?
- h. What can be done about it? What would you do?

All these questions don't apply to all the pictures. The teacher can formulate additional questions and elicit questions about the pictures from the students. Question formation is a vital skill; at every opportunity the teacher should encourage the students to make their own questions and to ask each other.

Secondly, there is a sample dialogue appropriate for each major topic. The dialogue can serve as a basis for student-generated dialogues. The teachers should encourage students to formulate their own dialogues so that they will have the language of the students and will illustrate those situations the students experience. The dialogues constructed for the curriculum are taken from student-generated interactions or from what students say. There are suggestions for substitutions and/or additional conversation topics.

The rest of the activities vary for different units. We have tried to provide at least one example of many different activities so that teachers can develop similar activities based on our examples. For instance, the unit on "Reporting Information" has an example of teaching vocabulary and designing

cloze exercises. The unit on "Giving and Taking Directions" has students practicing Total Physical Response (TPR). These two techniques are not repeated in other units, but we hope instructors will develop them appropriate to their specific classes and topics. Other communicative activities in the curriculum include role plays, scrambled sentences, and matching. Following is a brief introduction to these activities. Most of them are further explained in the lesson plans.

a. Role plays: There are situations typed on cards. Distribute the cards randomly to the students, pair them if necessary, and allow them to complete the task or the role play on the card. After the role plays, the teacher can elicit a report of the role play in the past tense; the students can write what they did or saw; they can report on each other's role play; they can discuss other solutions; and they can discuss the language and function used in the interactions.

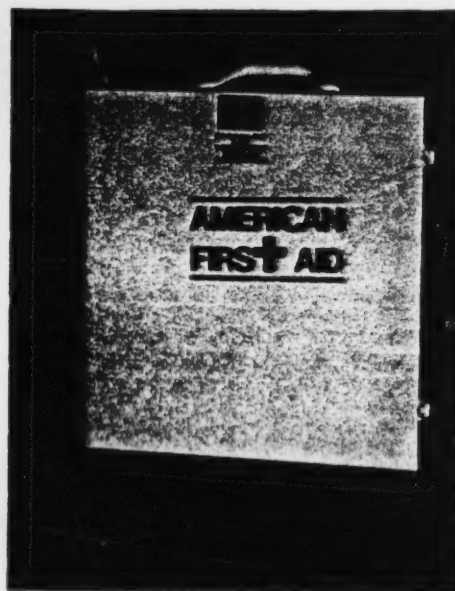
b. Scrambled Sentences: This is a tactile sequencing exercise and a sentence construction exercise. Each student or dyad gets a sentence whose words have been cut apart. They must put the sentence in good grammatical order. Once they have unscrambled all the sentences, they must arrange the sentences in proper sequence. The students can discuss various sequences or different sentence construction.

c. Matching: There are some exercises where the student must match a picture with a warning and/or a name or parts of a sentence or paragraph.

In addition to these specific activities, we have included a selection of additional visuals and photographs, a list of common hotel and housekeeping vocabulary terms and phrases, a resources utilization chart, a bibliography, and a list of additional materials. It is our intent to allow instructors to take these resources and adapt them to their own techniques and activities.

**GIVING AND TAKING
DIRECTIONS**





HOTEL SIGNS

OBJECTIVE: To teach recognition and understanding of the signs found in the hotel.

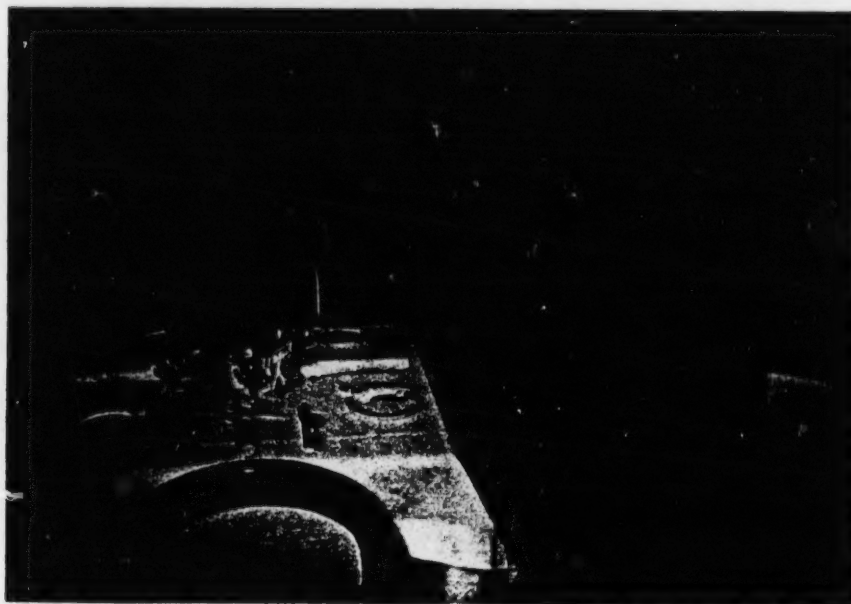
PROCEDURE: After teaching the various areas of the hotel (lobby, front desk, restaurant, etc.), give students the following worksheet and send them out into the hotel. Have them check off the signs that they are able to find. Also, instruct them to write the location of each sign - in the lobby, at the front desk.

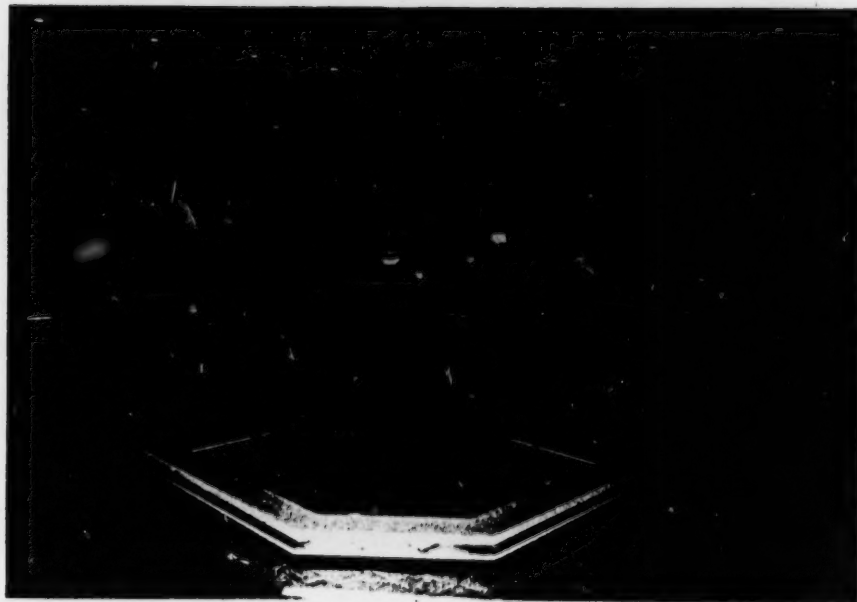
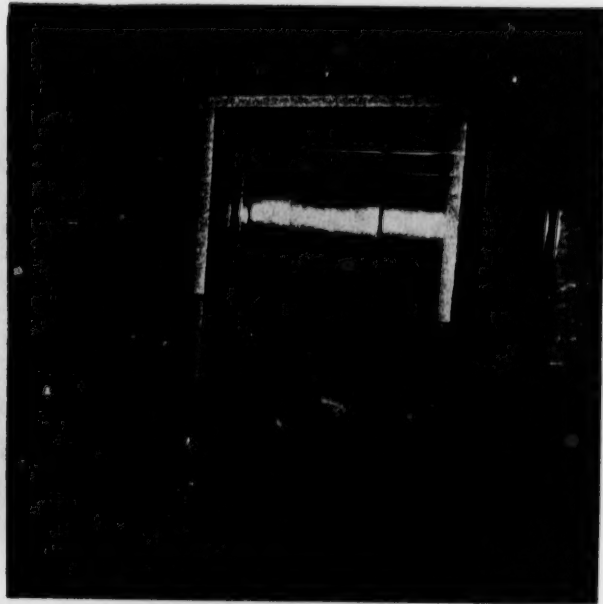
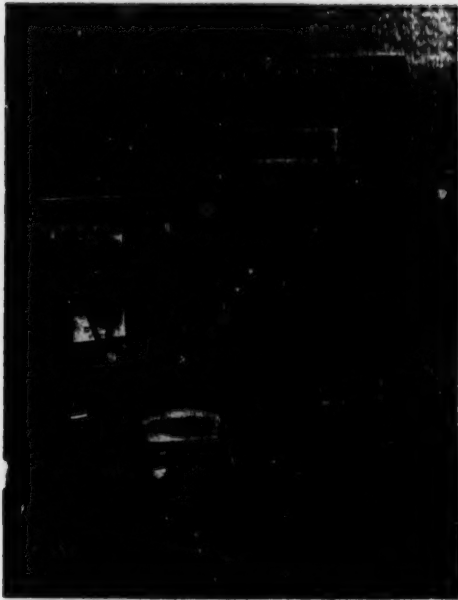
NAME _____

HOLIDAY INN SIGNS

Find the signs below and tell where you found them.

- ___ 1. Holiday Inn _____
- ___ 2. Registration _____
- ___ 3. Exit _____
- ___ 4. Thrifty Car Rental _____
- ___ 5. Holiday Inn Directory available at front desk _____
- ___ 6. Gift Shop _____
- ___ 7. AT&T Card Caller _____
- ___ 8. Fire Exit - Keep Door Closed _____
- ___ 9. Fire _____
- ___ 10. Do Not Disturb _____
- ___ 11. Personnel _____
- ___ 12. Food Service _____
- ___ 13. American First Aid _____
- ___ 14. "Yes I Can" _____
- ___ 15. Main Lobby _____
- ___ 16. Wickers Restaurant _____
- ___ 17. Banquet Facilities _____





HOTEL LOCATIONS

OBJECTIVE: To practice directions - across from, next to, to the right of..., to the left of... using the names of locations within the hotel. Have students practice recognizing the names of places/locations by having them write the name in the correct blank spaces.

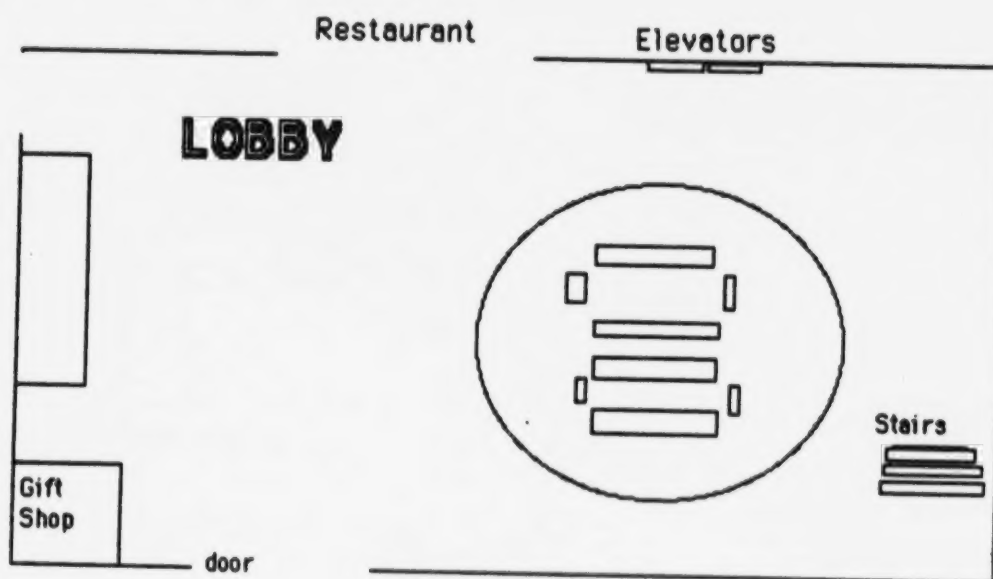
PROCEDURE:

1. Review names of locations/places within the hotel.
2. In pairs, have students ask and answer the questions:
Where's the car rental?
Where's the gift shop? etc.
3. Give a blank map to one of the students in the pair.

Give a completed map to the other student. Have the student with the completed map give his partner directions in order to make a matching map. For example: Student w/completed map says: "The car rental is across from the front desk." His partner writes "Car Rental" in appropriate place on his map.

VARIATION: Students can draw their own maps of different areas, such as a guest's room, the restaurant, or the pool area, and have each student give a partner directions in order to make a matching map.

NAME _____



1. L _____

2. G _____ S _____

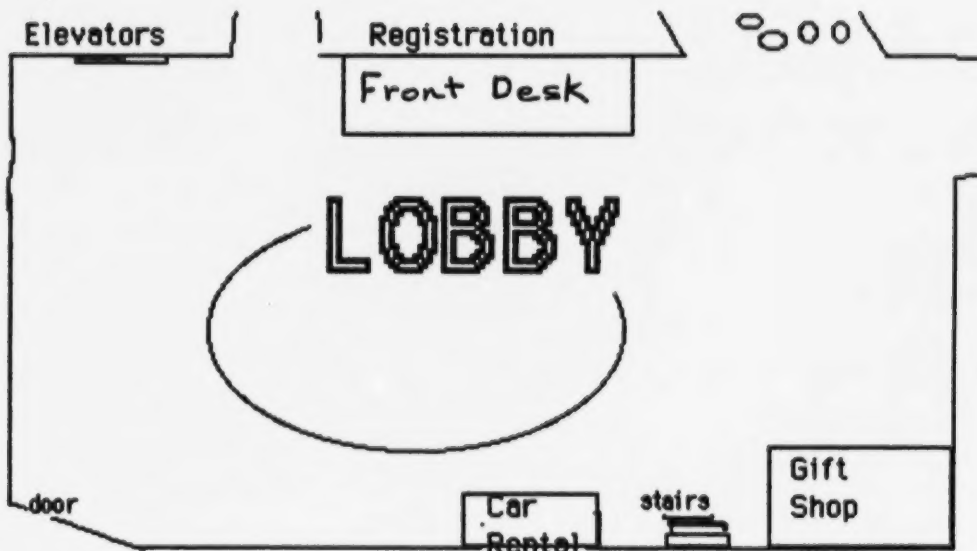
3. F _____ D _____

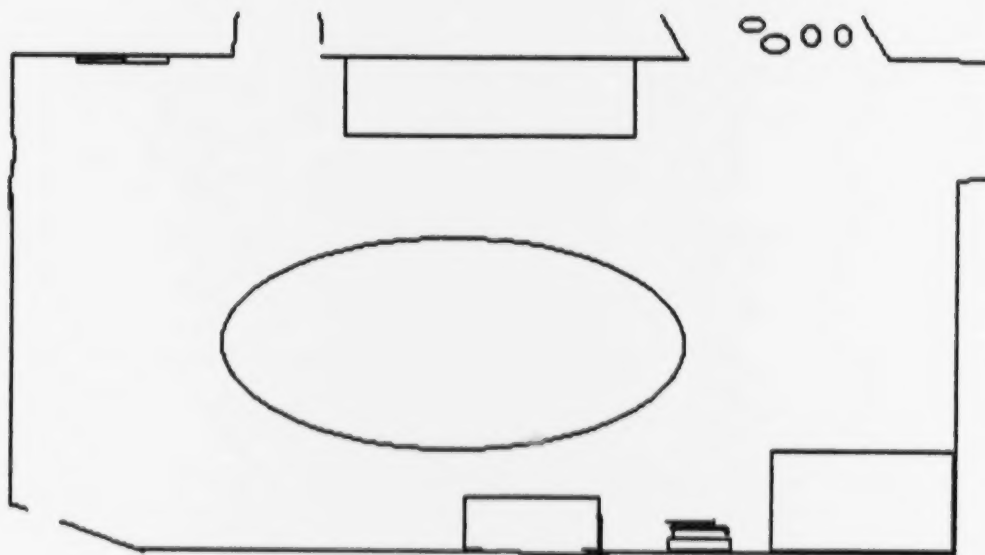
4. R _____

5. E _____

6. s _____

7. d _____





ROOM NUMBERS AND FLOOR NUMBERS

Objective: To practice room numbers and floor numbers (cardinal and ordinal numbers)

Procedure: Part One: Adapt this lesson plan to numbers of rooms and floors for each particular hotel.

With the class, make a simple cross-section of the hotel, labeling some of the special room names and room numbers. For example:

Disco, Restaurant	Sixth Floor
Rooms 501- 510	Fifth Floor
Rooms 401-410	Fourth Floor
Rooms 301-310	Third Floor
Rooms 201-210	Second Floor
Front Desk, Lobby, Gift Shop	First Floor

- WARNING - DO NOT USE THE OFFICIAL HOTEL MAP. MOST ARE TOO DIFFICULT FOR STUDENTS TO READ.

After cross-section is on the board, model and practice the floor numbers (ordinal numbers).

Instructor: Where's the front desk?

Student: It's on the first floor.

Part Two: Write the model sentences on the board.

Where's the _____?*

It's on the _____ floor.

Where's Room _____?

It's on the _____ floor.

*(Notice that we say "Where's the front desk?", but "Where's Room 202?" - omitting the. Depending on level of class, this distinction can be

discussed.)

Practice using special names of places in the hotel. Let students practice in pairs dialogs about places and/or room numbers.

Part Three: "Focus Dictation Test."

After students have mastered parts one and two, give them a "focus dictation test". In this test, they listen to a sentence that, for the most part, may be above their level of understanding. Students must pick out the number or place name mentioned in the question. In other words, they must focus on the location and not panic about that part of the sentence that is unfamiliar to them. Practice a few times with students before giving the "test". Make sure students understand to write the number/name only.

Example:

Instructor: Could you help me, please? Where's Room 105?

Student writes on paper - 105.

Focus Dictation - Room Numbers

(Adapt to particular hotel)

1. Where is Room 619?
2. How can I get to Room 408?
3. Excuse me, could you tell me where Room 520 is?
4. My room is 103. Where is that?
5. I'm lost. Where's 807?
6. Do you know where 305 is?
7. I'm trying to find Room 720.
8. Which way to Room 1016?
9. Where could I find Room 412 please?
10. Pardon me, where's Room 1212?

Variation:

Use the same question forms and substitute place names (Flamingo Room, Pierre's Restaurant.) Since it may be difficult for the students to write the name mentioned, give them a multiple choice answer sheet (prepared ahead of time). Students circle the name they hear.

Focus Dictation - Place Names

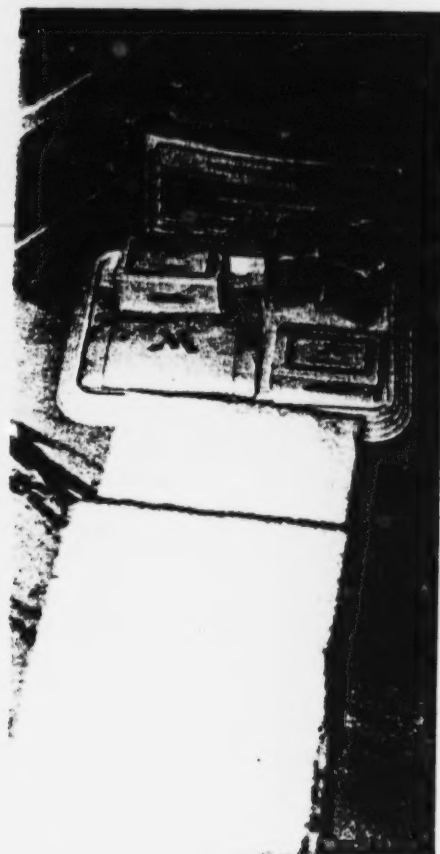
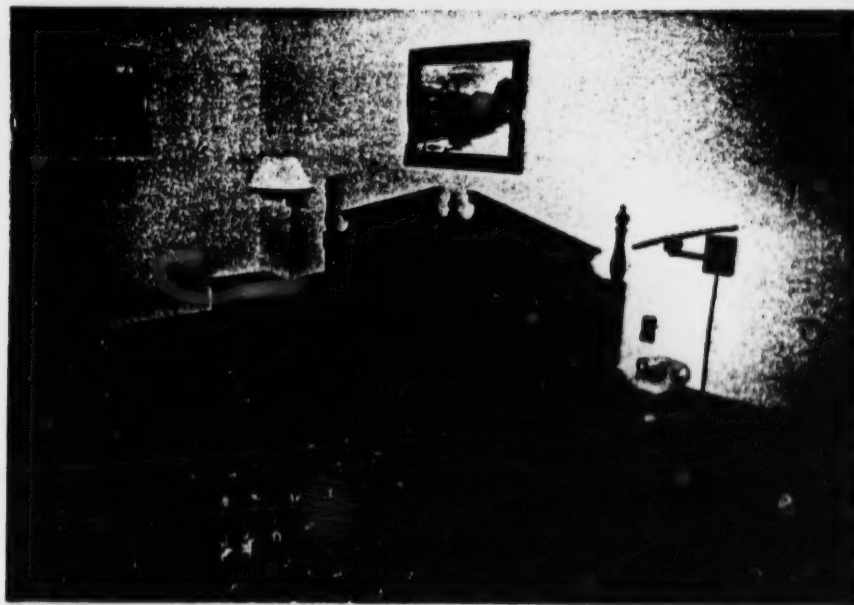
(Adapt to particular hotel)

Examples:

1. Excuse me, where's the Flamingo Room?
2. Do you know where Columbus D is?

On student paper:

- | | | |
|----------------|---------------|---------------|
| 1. Franko Room | Flamingo Room | Franklin Room |
| 2. Columbus C | Caruthers | Columbus D |



USING PREPOSITIONS

Objectives: Using prepositions to give guests directions to different places in a hotel.

Description: The first activity involves using total physical response (TPR) to practice prepositions. In the second activity, students use hotel amenity supplies to show the position of items on a tray. In the last activity the students use a floor map of the hotel and give directions to different places in the hotel.

Activity I

1. Each student should have a notebook or book and a pencil or a pen.
2. Introduce or review the following prepositions.

on	by
in	next to
over	in front of
under	in back of

3. Put the book on the desk and say to the students:

The book is on the desk.

Put the pencil on the book and say:

The pencil is on the book.

Put the pencil in the book and say:

The pencil is in the book.

Continue until all prepositions are used.

4. Pair students and have them take turns using prepositions in sentences that tell where the book or pencil is.

Activity II

1. Introduce the names of the items that go on an amenity tray.

shampoo

shower cap

soap

body lotion

mending kit

tray

mouthwash

shoe mitt

2. When students are familiar with the names of all the items introduce or review the following prepositions.

on

under

next to

between

3. Give the class directions using the prepositions.

Put the shampoo on the tray.

Put the body lotion next to the shampoo.

Put the mouthwash between the body lotion and the shampoo.

Put the shower cap on the tray.

Put the shoe mitt under the shower cap.

Continue until all items have been placed on the tray.

4. Pair students and have them take turns giving directions to one another.

Activity III

1. Floor plan A and B are provided for this activity. (Do not use real hotel floor plans unless students have adequately mastered this activity.)

2. Introduce or review the names of places in the hotel.

Gift Shop	Lounge	Exercise Room
Front Desk	Flower Shop	Restrooms
Restaurant	Meeting Room	Banquet Room

3. Introduce or review the following prepositions:

next to	between
across from	in front of
on the right	in back of

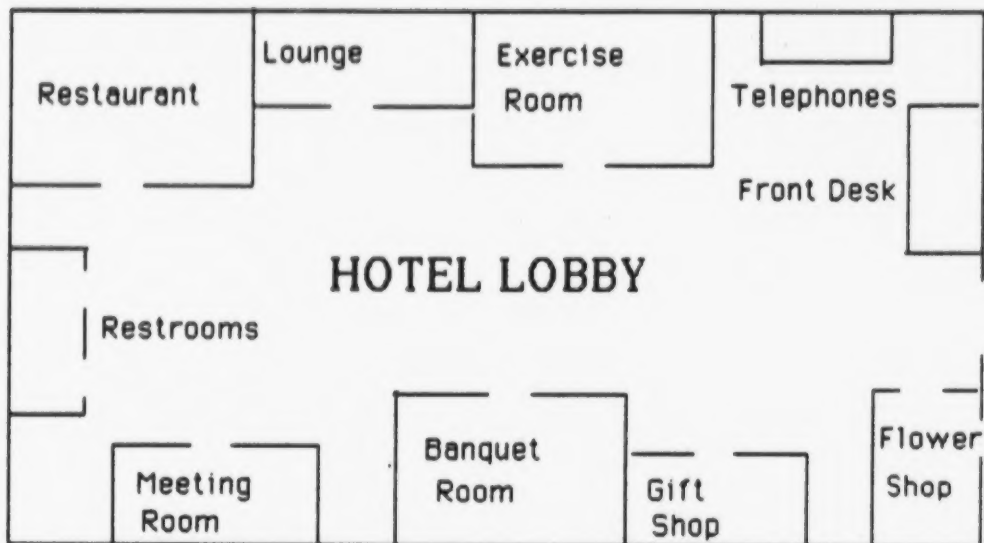
4. Pair students. Give one student map A and give map B to the other student.

5. Using the present tense structures student A will ask student B:

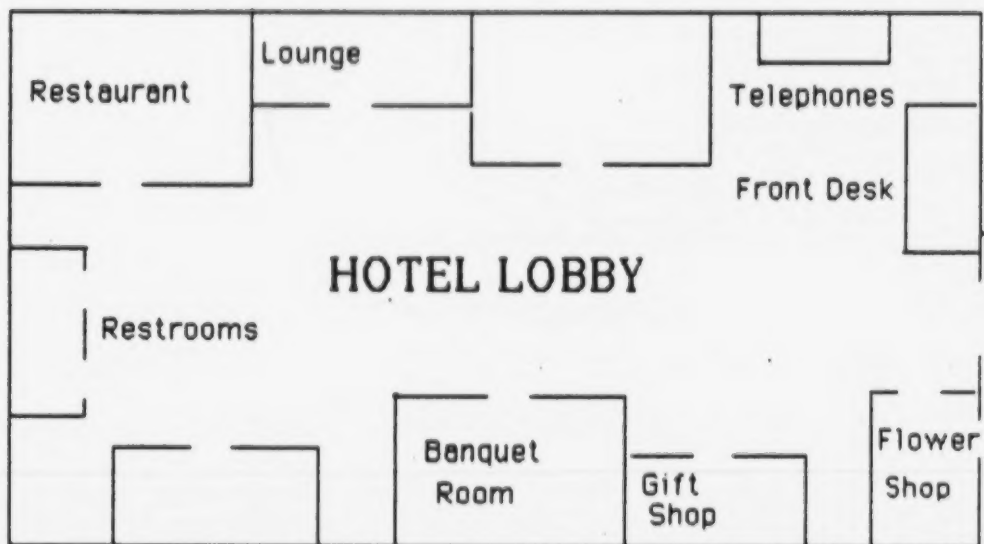
Student A: Excuse me. Where's the meeting room?

Student B: It's across from the Restaurant and next to the Banquet Room.

Student A continues to ask for directions to all places that are blank on his map. Student B will tell student A where the places are by using the prepositions reviewed. Reverse the situation by having student B ask for directions and student A give directions.



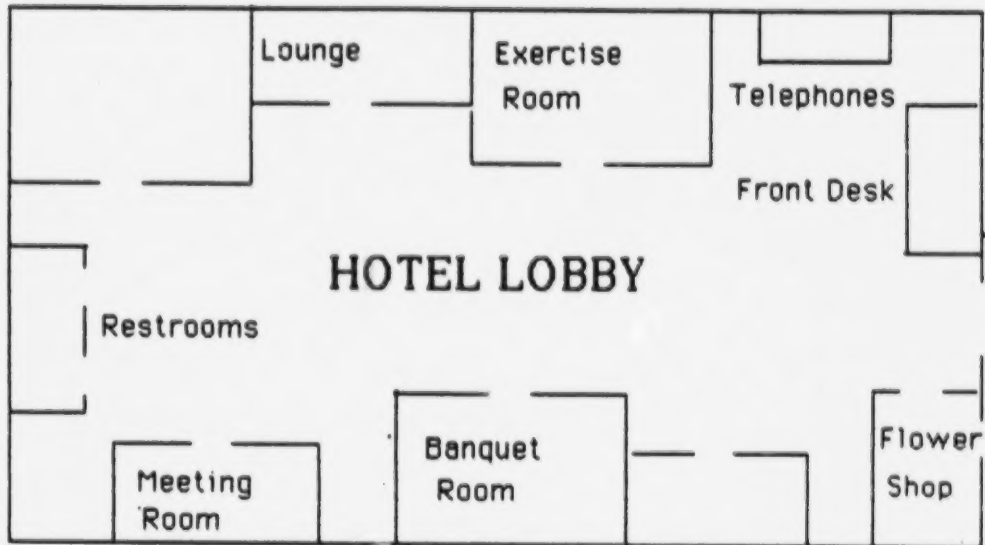
FLOOR PLAN A



Where's the Exercise Room?

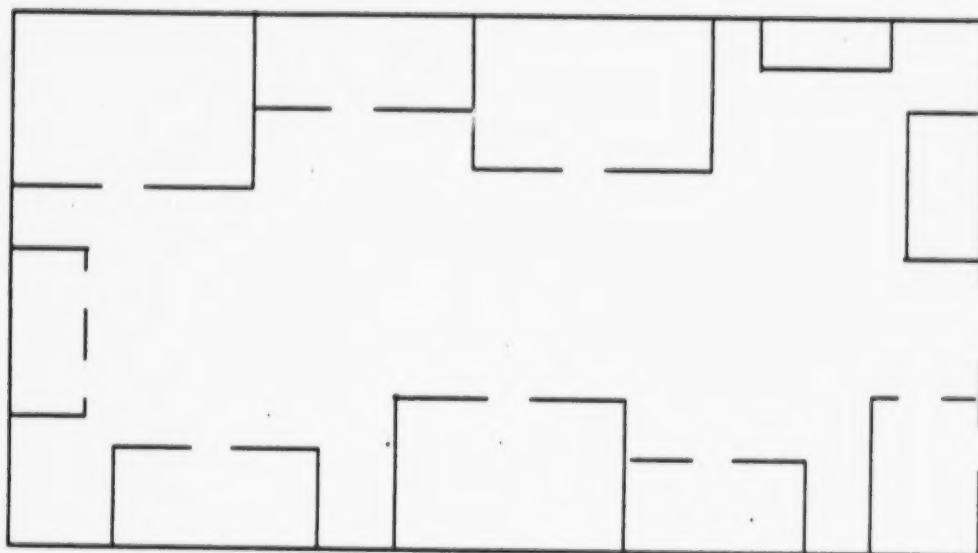
the Meeting Room?

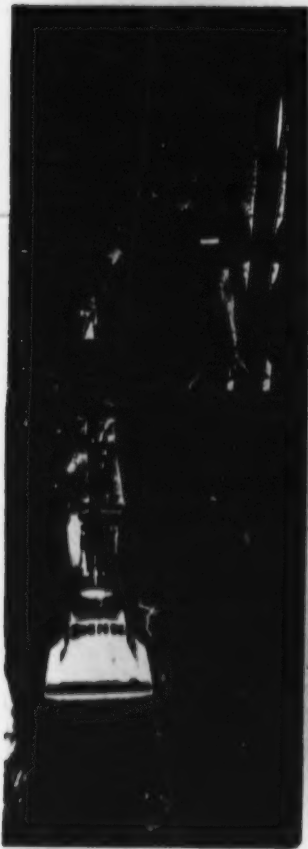
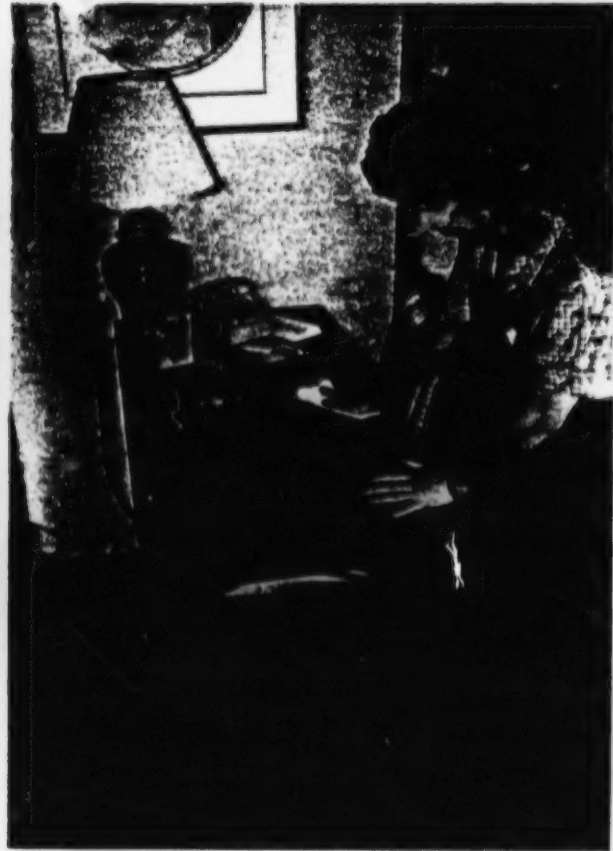
FLOOR PLAN B

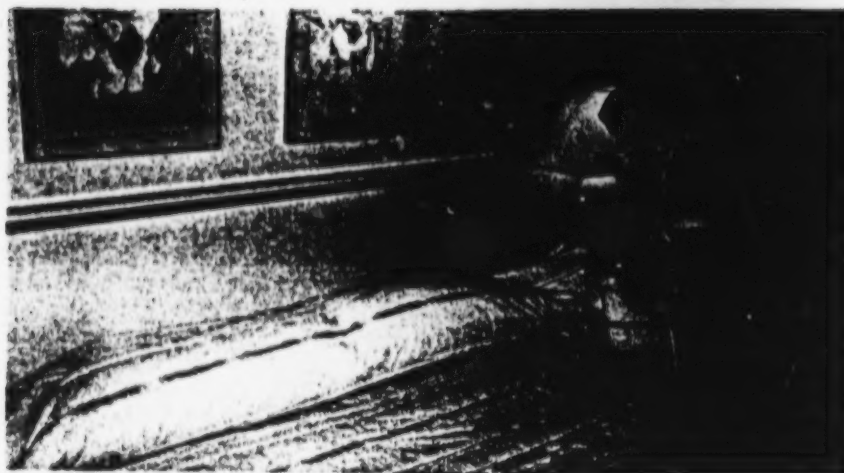
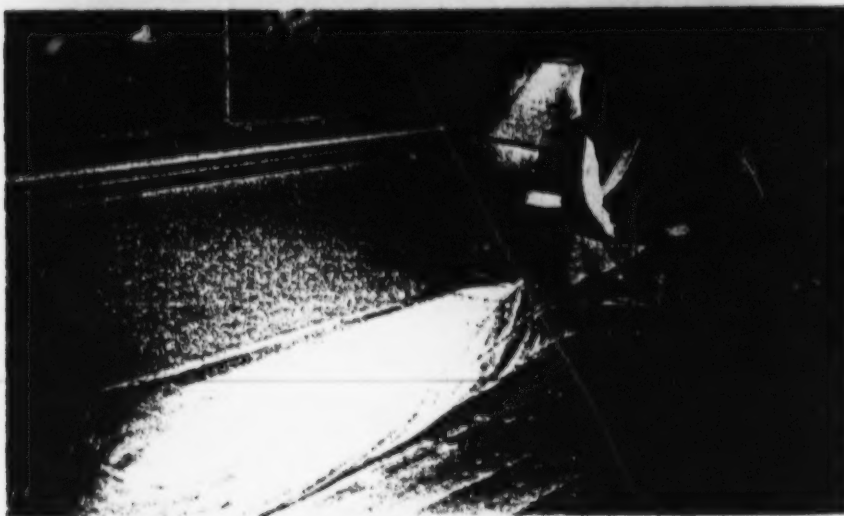
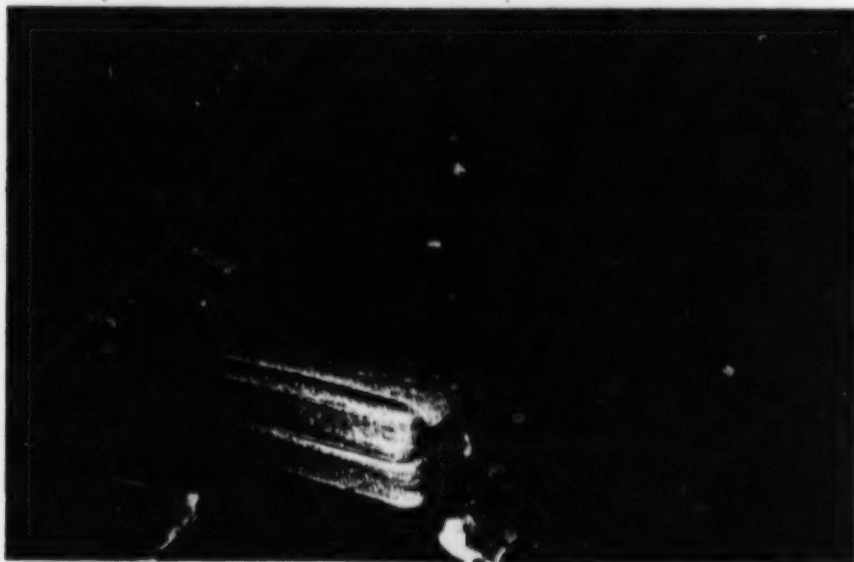


Where's the Gift Shop?

the Restaurant?







GIVING AND FOLLOWING COMMANDS

Objective: Giving and following commands related to daily work tasks.

Materials Needed:

1. Bucket
2. Sponge
3. Rubber gloves
4. Household cleaner (cleaner used at worksite)
5. Water
6. Dry rag/paper towels

- dirty blackboard/window/mirror

Procedure: Part One: Put the items in the front of the class with a number attached to each object (#1 bucket; #2 sponge; #3 rubber gloves, etc.)

Ask students to identify each object.

Instructor: What's number 1?

Student: It's a bucket.

Continue with each object, supplying the vocabulary when necessary. Discuss which items students use in their job. Ask them to describe and compare the objects. "Is your bucket bigger or smaller than this one?"

To review, reverse the question/answer process.

Instructor: What number is the bucket?

Student: It's number 1.

Part Two: Once the students have mastered the vocabulary, demonstrate washing the board with the students giving the commands. Supply new vocabulary (particularly action verbs) when appropriate.

Instructor: I want to clean the blackboard (mirror, window). What should I do?

Student: Take out the bucket. (Instructor does this)

Instructor: Oh, what should I do now?

Student: Put water in the bucket.

Students and instructor continue until activity/task has been completed.

The following is a suggested sequence of commands.

Command Sequence

1. Take out the bucket.
2. Put water in the bucket.
3. Pour cleaner in the water.
4. Put on the rubber gloves.
5. Wet the sponge.
6. Squeeze the sponge.
7. Wipe the blackboard.
8. Rinse the sponge.
9. Dry the board with a paper towel.
10. Throw away the dirty water.*
11. Put away the supplies.

*If a sink is nearby.

- Have fun eliciting the commands from the students. For example, only put a drop of cleaner in the bucket so students have to tell you to add more.

Part Three: Have one student volunteer to go through the process again, with the other students giving commands.

Part Four: Now students are ready to copy the commands. Write commands on the board, giving ample time for students to copy. Review action verbs (take out, put, pour, put on, wet, squeeze, wipe, rinse, dry, throw away, put away.)

Put students in pairs and have them practice giving and acting out the commands.

This activity works better if supplies are available for each pair. Remind students that they should not do the action until they get the appropriate command.

Variation: Write commands on strips of paper. Ask students to put commands in order. (This can be done in pairs, small groups, or by the whole class.)

Notes to Instructor:

The emphasis in this activity is to help students learn action verbs and names of objects used at work. Students tend to know only the verbs "to clean" or "to wash". This activity could easily be adapted to other job related activities:

making the bed

cleaning the bathroom

dusting

vacuuming

This activity can be divided into several class periods.

GUEST RELATIONS



GREETINGS AND RESPONSES

Objective: To teach students appropriate time of day to use certain greetings or responses

Good morning

Good afternoon

Good evening

Good night

Procedure: Instructor should review A.M. and P.M. with students.

Instructor writes the following information on the board:

Good morning - 6:00 a.m. - 12 noon

Good afternoon - 12 noon - 5:00 p.m.

Good evening - 5:00 p.m. +

Good night - to say good-bye in the evening

After explaining the difference in greetings, instructor can use a clock to show times and have students practice saying appropriate response.

Variation: After students have mastered responses with clock, instructor calls out a time, and students say appropriate greetings/response.

Instructor says:

- | | | |
|------------|---------------------------|------------|
| 1) 9 a.m. | 5) 4 p.m. | 9) 7 a.m. |
| 2) 2 p.m. | 6) 11 p.m.-
(Good-bye) | 10) 6 p.m. |
| 3) 7 p.m. | 7) 8 p.m. | |
| 4) 11 a.m. | 8) 6 a.m. | |

"SMALL TALK"

Objective: To help students make casual conversation "small talk" with hotel guests.

Key Phrases: Just fine.

Is there anything else?

Have a nice day.

I hope you have a pleasant stay. (I hope you enjoy your stay.)

Oh, really?

Where are you from?

Procedure: Before beginning activity, students should master the key phrases listed above. Students practice the phrases with the instructor, and then in pairs.

Variation: After reviewing phrases, put students into pairs.

Give each pair one of the dialogues (next page) cut into strips. Have them put the strips in correct order, then practice the dialogue, taking turns being guest/housekeeper. When they finish, students can exchange strips with another pair and practice another dialogue.

"SMALL TALK": DIALOGUES

Greeting a guest in a room

Housekeeper: Good morning. How are you?

Guest: Just fine. How about you?

Housekeeper: I'm fine, thank you.

Leaving the room

Housekeeper: I'm finished now. Is there anything else?*

Guest: No, thank you. Everything is fine.

Housekeeper: Thank you. Have a nice day.

Guest: You, too. Good-bye.

* Explain that this is a polite, general way to offer service/supplies.

Making "Small talk" with hotel guest

Housekeeper: Where are you from?

Guest: I'm from Chicago.

Housekeeper: Oh, really? How long will you be staying here? or
How long will you be here?

Guest: About a week. I'm going to a conference.

Housekeeper: I hope you have a pleasant stay. (I hope you enjoy your stay.)



Requesting Permission

Objective: To teach students appropriate sentences for requesting permission

A. To enter room, clean room, vacuum

B. Come back another time

Procedure: Instructor demonstrates entering a room and checking to see if anyone is there. Instructor practices activity with students, and then students practice in pairs.

A1. No one in room. Knock, knock, knock.

Housekeeper: Housekeeping. May I come in?

(no answer) (Housekeeper opens door slightly)

Housekeeper: Is anyone there?

(still no answer - housekeeper goes in)

A2. Guest in Room. Knock, knock, knock.

Housekeeping: May I come in?

Guest: (opens the door) Please come in.

Housekeeping: May I clean your room now?

Guest: *Yes, please. I'm leaving now anyway.

Housekeeping: Thank you. Have a nice day.

*Alternative: Sure

Of course

Go ahead

Yes

Practice:

May I		come in?
		Clean your room now?
		Vacuum now?

B. Making Other Arrangements.

Knock, knock, knock

Housekeeper: Housekeeping. May I come in?

Guest: No, I'm sorry. I'm busy right now.

Housekeeper: When can I come back to clean?

Guest: In an hour.

Housekeeper: O.K. I'll come back in an hour.

Note to Instructor: Make sure students understand that when a guest says when to come back, it's an approximate time. Housekeepers shouldn't come back before time suggested.

Practice:

In		an hour
		10 minutes
		half an hour
		the afternoon
At		10:30
		11:00
		noon

Dialogue

H: Housekeeping.

G: Yes?

H: May I clean your room now?

G: Could you come back later?

H: When should I come back?

G: In 15 minutes.

H: Okay.

H: When should I come back?

G: In ... 15 minutes

a half hour

an hour

2 hours

H: Okay.

Variation: Clock Game

Instructor and students practice time phrases and telling time with a clock.

Materials: Students can make their own clocks for practice.

Materials needed:

small paper plates	pencil or pen
scissors	brass fasteners
construction paper	

Procedure:

Instructor has students all set their paper clocks at 9:00 a.m.

Instructor dictates a sentence, e.g., "Please come back in 45 minutes."

Students listen and repeat and "set" their clocks at 9:45. Teacher checks each clock. Do not reset clocks - continue exercise. Then instructor dictates another sentence. "Please come back in half an hour."

Students listen, repeat and "set" clocks at 10:15 a.m.

Continue practice.

Sentences for dictation. (Remind students they do not have to understand every word in the sentence. They should focus on time phrase.)

All students set clock at 9:00 a.m.

Instructor says:

- | | |
|--|---------|
| 1) Please come back in 45 minutes. | (9:45) |
| 2) Please come back in half an hour. | (10:15) |
| 3) You can come back in 15 minutes. | (10:30) |
| 4) I'll be finished in an hour. Come back then. | (11:30) |
| 5) Come back after lunch - about 1:00 p.m. | (1:00) |
| 6) I'm going to sleep right now. Come back in 2 hours. | (3:00) |
| 7) Don't worry about the room today. You can clean it tomorrow.* | |

* This will need additional explanation.

After students feel comfortable with this exercise, put them in pairs or groups and have them practice giving instructions to each other.

OFFERING SUPPLIES/UNDERSTANDING REQUESTS

Objective: To allow students to practice offering supplies and understanding requests for supplies.

Procedure: Have as much realia in room as possible.

shampoo

soap

towels

wash cloths

Q-tips

mouthwash

toilet paper

glasses

hangers

Instructor and students practice dialogue (next page), first all together and then in pairs.

Variation #1: Have students make two lines (standing or sitting). Give the first student in each line some shampoo. The first person is the housekeeper. The second student is the guest. Have them practice the dialogue together. Then the second and the third student do the dialogue. Continue down the line. After both lines finish, put various supplies at the beginning of each line. The first and second student begin, and the item is passed down the line. Keep going until all of the items have been passed down the line. The instructor acts as a monitor to help them practice the complete dialogue. If the class is very good, do this activity as a relay race.

Variation #2: Scrambled sentences. Take sentences being studied and "scramble" them. Students must put words in proper order.

Dialogue

H: Housekeeping.

G: Yes?

H: Do you need anything?

G: Yes. Can I have more shampoo?

H: Sure, here you are.

G: Thanks.

H: You're welcome.

G: May/can I have more

shampoo

soap

towels

toilet paper

glasses

matches

wash cloths

Q-tips

mouthwash

hangers

H: Here you go./Here you are.

Rewrite the sentences.

1. your clean room now I May?

2. Can I more soap have?

3. are you Here.

4. go Here you.

5. more glasses have I Can?

FORMS



SIMPLE FORMS

OBJECTIVE: To teach simple terms found on various personnel forms.

PROCEDURE:

1. Introduce vocabulary (name, address, birthdate, etc.).
2. Have students practice by completing the appropriate form(s).
3. Familiarize students with the many ways information can be requested.

Example:

street number - street no.

date of birth - birthdate - DOB

female - F

male - M

NAME _____
LAST FIRST MIDDLE

Name _____
Last First Middle

NAME _____
FIRST MIDDLE LAST

Name _____
First Last

NAME _____
FIRST LAST

Address _____
Number Street Apt. Number

ADDRESS _____
No. Street Apt. No.

ADDRESS _____
NUMBER STREET APARTMENT NO.

Address _____
No. Street Apt. No.

NAME _____
FIRST MIDDLE LAST

ADDRESS _____
No. Street Apt.

City, State _____

CITY STATE ZIP CODE

City State Zip Code

City _____

State _____ Zip Code _____

Name _____
Last First Middle

Address _____
Number Street Apt.

City State Zip Code

NAME _____
LAST FIRST MIDDLE

ADDRESS _____
NUMBER STREET APT.

CITY STATE ZIP

HOME PHONE _____

WORK PHONE _____

SOCIAL SECURITY NUMBER _____

Work Phone _____

Home Phone _____

Social Security Number _____

NAME _____
LAST FIRST MIDDLE

ADDRESS _____
NUMBER STREET APT.

CITY STATE ZIP CODE

HOME PHONE _____

WORK PHONE _____

SOCIAL SECURITY NUMBER _____

BIRTHDATE _____

AGE _____

Please Print

1. NAME _____
First Middle Last

Address _____
No. Street

City State Zip

2. Telephone Number () _____
Area Code

3. Marital Status _____

4. Sex: F ___ M ___

5. Citizen: Yes ___ No ___

6. Date of Birth _____ Place of Birth _____

7. Employer _____

8. Signature _____

LOST AND FOUND FORM

Purpose: To teach how to enter the appropriate information on a "Lost and Found" form. This activity also reinforces vocabulary words learned in previous lessons, and gives students another opportunity to write and spell vocabulary words.

Procedure: 1. Introduce and practice the terms for which the employee must supply the information - item, date found, where found, and found by.

2. Tell the students they have found a purse in Room 641 and ask them to complete the form accordingly. This activity works best when using lost and found forms particular to each hotel.

Items frequently left by guests are:

- earrings
- umbrellas
- sweaters
- shoes
- coats
- glasses
- keys
- watches
- toiletries
- address books

(LOST AND FOUND TAG)

ITEM _____

LOG NUMBER _____

DATE FOUND _____

WHERE FOUND _____

FOUND BY _____

SIGNATURE/DATE _____

MAILED TO/DATE _____

(LOST AND FOUND TAG)

ITEM _____

LOG NUMBER _____

DATE FOUND _____

WHERE FOUND _____

FOUND BY _____

SIGNATURE/DATE _____

MAILED TO/DATE _____

(LOST AND FOUND TAG)

ITEM _____

LOG NUMBER _____

DATE FOUND _____

WHERE FOUND _____

FOUND BY _____

SIGNATURE/DATE _____

MAILED TO/DATE _____

(LOST AND FOUND TAG)

ITEM _____

LOG NUMBER _____

DATE FOUND _____

WHERE FOUND _____

FOUND BY _____

SIGNATURE/DATE _____

MAILED TO/DATE _____

(LOST AND FOUND TAG)

ITEM _____

LOG NUMBER _____

DATE FOUND _____

WHERE FOUND _____

FOUND BY _____

SIGNATURE/DATE _____

MAILED TO/DATE _____

(LOST AND FOUND TAG)

ITEM _____

LOG NUMBER _____

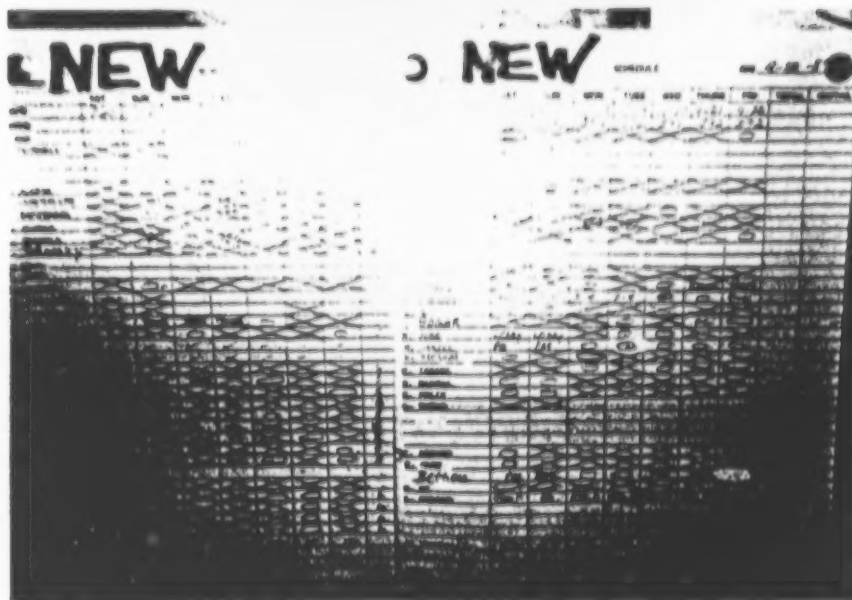
DATE FOUND _____

WHERE FOUND _____

FOUND BY _____

SIGNATURE/DATE _____

MAILED TO/DATE _____



TIME SHEETS AND PAY STUBS

OBJECTIVE:

To teach the use of time sheets as well as to help students understand the meaning of the terms on pay stubs.

PROCEDURE:

1. Have students record the time spent in your class on the time sheet for a period of one or two weeks.
2. At the end of that period issue a "pay check" which reflects payment for the student's class time. Decide how much you will pay an hour and make deductions for taxes and insurance on the "pay stub".
3. Have students compare "gross pay" and "net pay" and discuss the purpose of deductions.

VARIATION:

As students become more adept at interpreting their "pay stubs", underpay them or overpay them. Ask them to find the inaccuracies and report them to you.

TIME SHEET

Employee's Name

Pay Period Ending

Social Security Number

DATE	IN	OUT	TOTAL DAILY HOURS

TOTAL HOURS

Employee's Signature

Date

Supervisor's Signature

Date

81

EMPLOYEE NAME:

SOCIAL SECURITY NO. _____

PAY PERIOD ENDING:

Regular Hours	Overtime Hours	Regular Pay	Overtime Pay

DEDUCTIONS THIS PAY PERIOD

Federal Tax	F.I.C.A.	State Tax	Insurance

EARNINGS THIS PAY PERIOD

Gross Pay	Net Pay

YEAR-TO-DATE TOTAL

Gross Pay	Fed. Tax	F.I.C.A.	State Tax	Insurance

No. 230

Pay to the
Order of _____

\$

DOLLARS

83

PAY STUBS

OBJECTIVE: To help students understand the meaning of the terms on their pay stubs.

PROCEDURE:

1. Photocopy a student's pay stub and remove name and social security number.
2. Ask questions regarding pay periods, deductions, sick leave, overtime, gross pay, hours worked.

Name _____
 First Middle Last

Social Security Number _____

Date _____

1. When does the pay period end?
2. Did the employee work overtime?
3. Did the employee work on a holiday?
4. What was the gross pay?
5. How many vacation days can the employee use now?
6. What is STD?
7. How much was deducted for medical and dental?
8. What was the net pay?

EMP. ID NO.		DIV. MAIN SS SS UNITS		RETAIN FOR TAX PURPOSES		WEEK WORKS DATE INK		CHECK NUMBER	
SS 772 U1						02/19/88 13		0058769561	
114800	RATE 1	5680	419	23799	FIT	2243	10825	STD	73
114800	SOLDRM			205	FICA	2129	13415	DENTL	
	HOL-R	5680	80	4544	ST VA	884	4753	HED3-1	
	OTPM81	2863	19	544				BEFORTX	125
	TAX MED/DENTAL			-733				BEFORTX	610
BEFORE									
TIP MED.		TOTAL		TOTAL		TOTAL		TOTAL	
		28357		5256		73			
31 HOURS VESTED, 51 HOURS UNVESTED, 12 HOURS SICK CREDIT UNION ACCOUNT NO. FED EXEMPTIONS 2 STATE EXEMPTIONS 2 FED. EXEM. STATUS 00 ST. EXEM. STATUS 08 VTD. FED. INCOME 178660 VTD. FICA INCOME 178660 VTD. TIPS REPORTED TAKE GOOD CARE OF YOURSELF---WORK AND DRIVE SAFELY. 85 NET AMOUNT 14444230.28									

WORK SCHEDULE

OBJECTIVE: To practice interpreting a work schedule and to become familiar with the vocabulary related to work schedules.

PROCEDURE: After teaching the days of the week and the term "day off", ask these questions about the following schedule:

1. Which days does Martha have off?
2. How many employees are working on Thursday?
3. Which employees have Monday off?
4. Which employees have the same schedule?
5. When does the week end?
6. When does the week begin?
7. For which month is this schedule?
8. Which employees have Friday off?
9. When is Tahira working?
10. Who is working on Saturday?

SCHEDULE

W/E 3/11/88

DATE	SAT 3/5	SUN 3/6	MON 3/7	TUES 3/8	WED 3/9	THURS 3/10	FRI 3/11
NAME							
C. MARTHA	OFF	OFF					
G. MARIA			OFF	OFF			
K. THA	OFF						OFF
R. ROSA		OFF	OFF				
T. TAHIRA			OFF	OFF	OFF	OFF	OFF
M. NORMA	OFF	OFF					

REPORTING INFORMATION



CALLING IN SICK

OBJECTIVE: To understand and practice proper procedure for calling in sick.

PROCEDURE: After teaching a unit on parts of the body and illness:

1. Explain the company's rules about phoning in sick.
2. Practice the following dialogue.
3. Discuss which excuses are appropriate.

Medical problems:

flu

fever

sore throat

toothache

backache

broken arm

sprained ankle

migraine

upset stomach

CALLING IN SICK

YOU MUST

1. Phone in at least 2 hours before work.
2. Speak to a manager.
3. Phone in everyday you are sick.
4. After 2 days - have a doctor's note.

DIALOG

Holiday Inn: Holiday Inn.

Maria: Mrs. Jones, please.

Mrs. Jones: Hello.

Maria: This is Maria. I can't come to work today.
I'm sick.

Mrs. Jones: What's the matter?

Maria: I have a bad cold.

Mrs. Jones: I'm sorry. Will you be in tomorrow?

Maria: I'll try.

What's the matter?

I have the flu*
I have a fever
I have a sore throat
I have a toothache
I have a backache

I have a doctor's appointment
I have a broken arm
I sprained my ankle
I have a migraine
I have an upset stomach

* Explain the difference between a cold and the flu

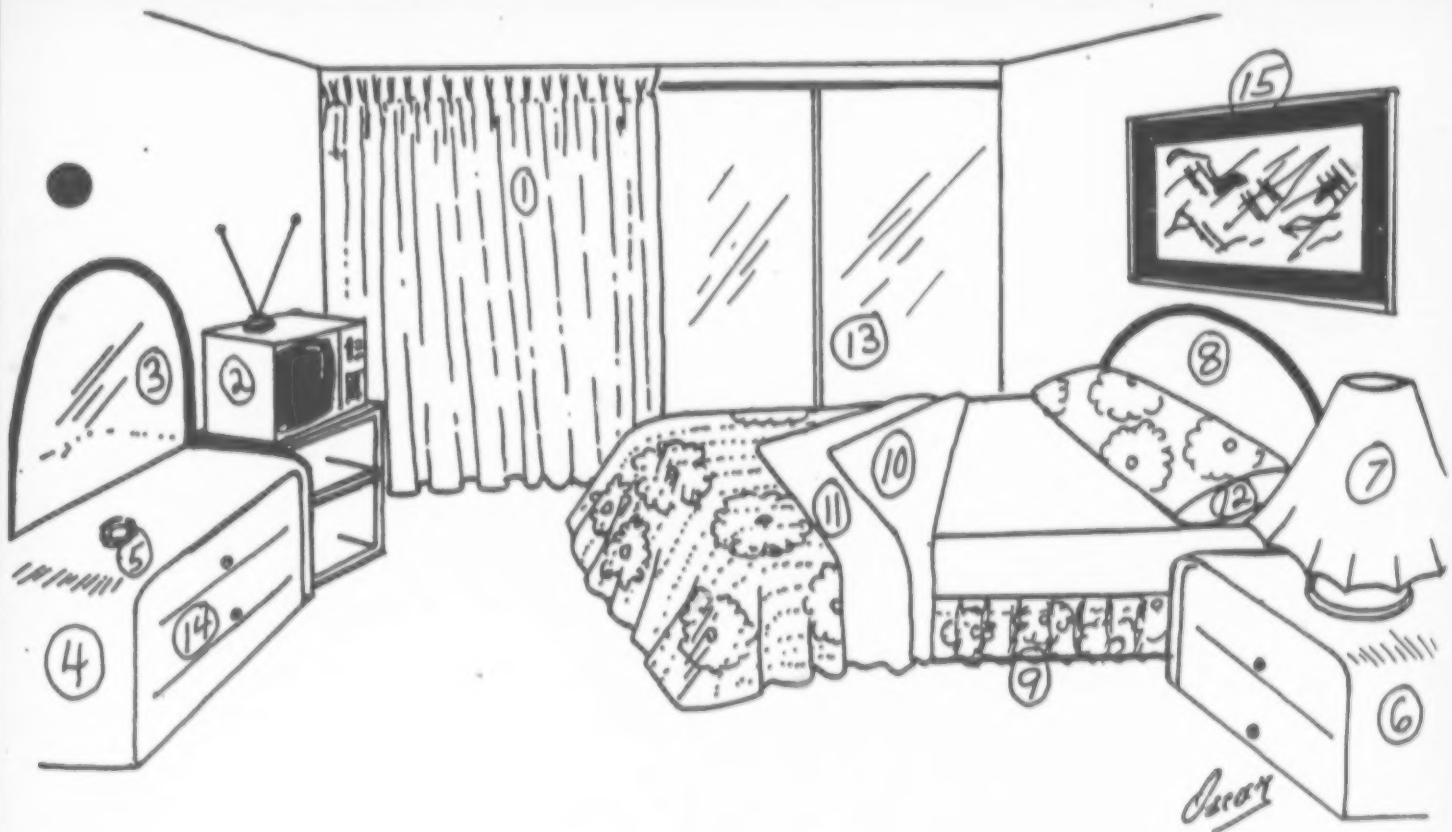


REPORTING REPAIRS NEEDED

- OBJECTIVE: To enable students to report maintenance problems in order to maintain a high quality of service.
- PROCEDURE: The cloze activity is used to reinforce the vocabulary that has been introduced at a previous time. The matching of pictures and expressions is used to give students practice recognizing repairs that are needed and using expressions to describe those needed repairs.

ACTIVITY 1

1. Review the vocabulary with the students. When they are familiar with the vocabulary, have them complete the cloze paragraph.



1. drapes
2. television
3. mirror
4. dresser
5. ash tray
6. night stand
7. lamp
8. bed
9. dust ruffle
10. blanket
11. bedspread
12. pillows
13. sliding glass doors
14. drawer
15. picture

When you clean the guest room you put a clean mattress pad on the _____. You also change the sheets. The _____ and the _____ go over the sheets. You check the dust ruffle. Is it torn or stained? Next, you clean the dresser and the _____. Then you clean the _____ and you check the _____. Do they open and close easily? You vacuum the carpet and spray the room with an air freshener. As you leave the room, you switch off the _____ and lock the door.

Answers to Cloze exercise:

When you clean the guest room you put a clean mattress pad on the bed.
You also change the sheets. The blanket and the bedspread go over
the sheets. You check the dust ruffle. Is it torn or stained?
Next, you clean the dresser and the mirror. Then you clean the
sliding glass doors and you check the drapes. Do they open and close
easily? You vacuum the carpet and spray the room with an air freshener.
As you leave the room, you switch off the lamp and lock the door.

2. After the students have completed the cloze paragraph and it has been checked, the following structures can be introduced:

The _____ is _____.

broken

stained

stuck

missing

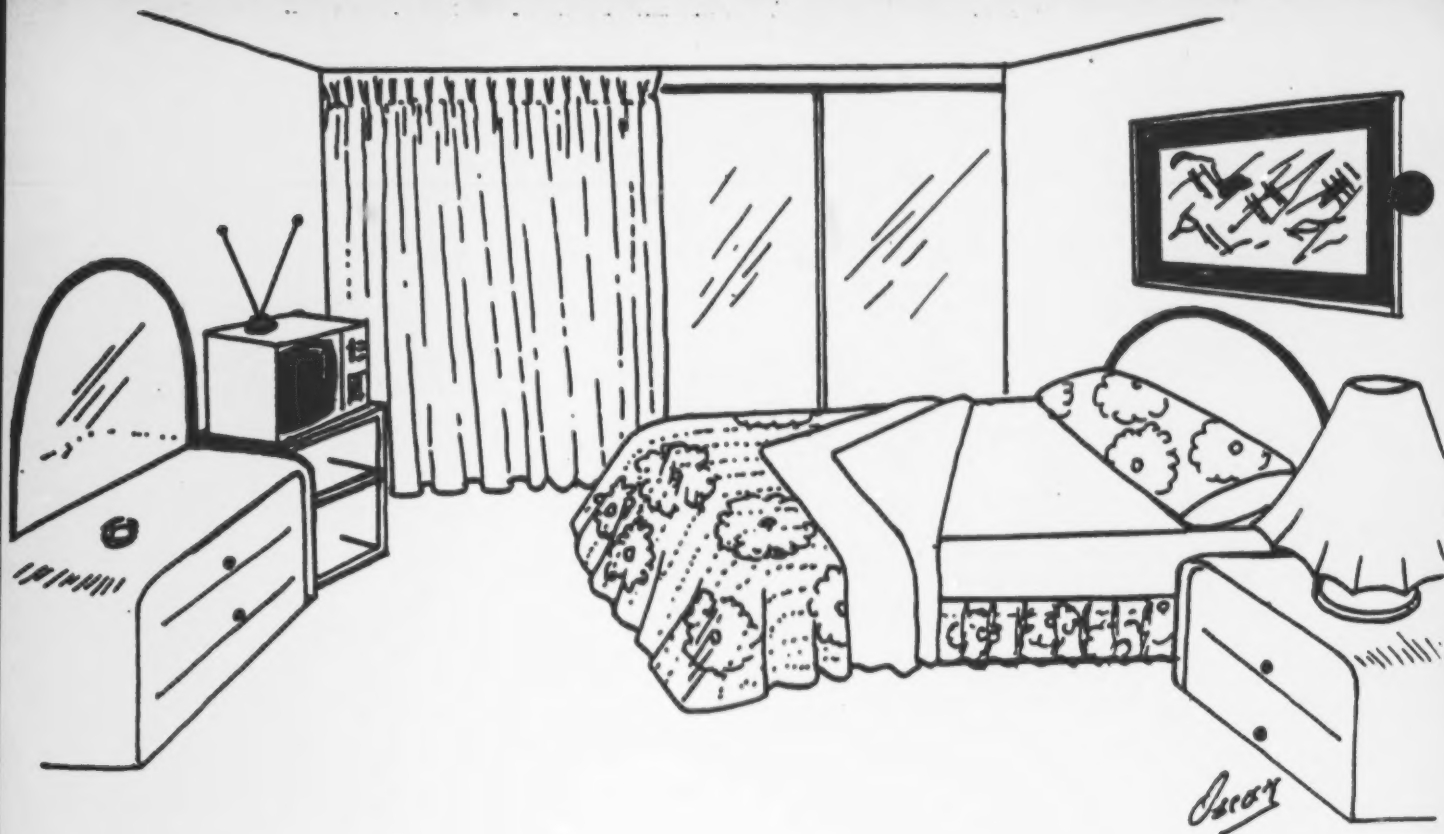
The _____ are _____.

missing

torn

The _____ doesn't work.

Explain and demonstrate the meaning of any words that are still unclear to the students. Mark the extra picture to show stained, cracked, torn, etc.



83

Point to the items in the picture and say:

The t.v. is broken.

The t.v. doesn't work.

The mirror is cracked.

The bedspread is stained.

The sliding glass door is stuck.

The ash tray is missing.

The drapes are torn.

The lamp doesn't work.

Have students role play reporting repairs. Use a tape recorder so that the students can hear themselves at a later time. The following is an example of a dialog.

Housekeeper: Hello _____. This is _____ in room _____.

Supervisor: Hello _____. What's the matter?

Housekeeper: The sliding glass door is stuck.

Supervisor: I'll send a maintenance person to room _____ right away.

Activity 2.

1. Review the vocabulary.

faucet	leaking
shower faucet	dripping
toilet	clogged up
bathtub	stopped up
ceiling	overflowing
outlet	broken
door lock	
key	

Using the pictures, say to the students (you may also have them repeat after you):

The shower faucet is dripping.

The ceiling is leaking.

The bathtub is stopped up.

The toilet is clogged up.

The outlet doesn't work.

The lock is broken.

2. Put students in pairs. Give one student a list of vocabulary and repair words. Student must make complete sentences from words. The other student has the answers and acts as a tutor, providing assistance when necessary.

Student	Tutor
1. shower faucet/dripping	1. The shower faucet is dripping.
2. ceiling/leaking	2. The ceiling is leaking.
3. bathtub/stopped up	3. The bathtub is stopped up.
4. toilet/clogged up	4. The toilet is clogged up.

100

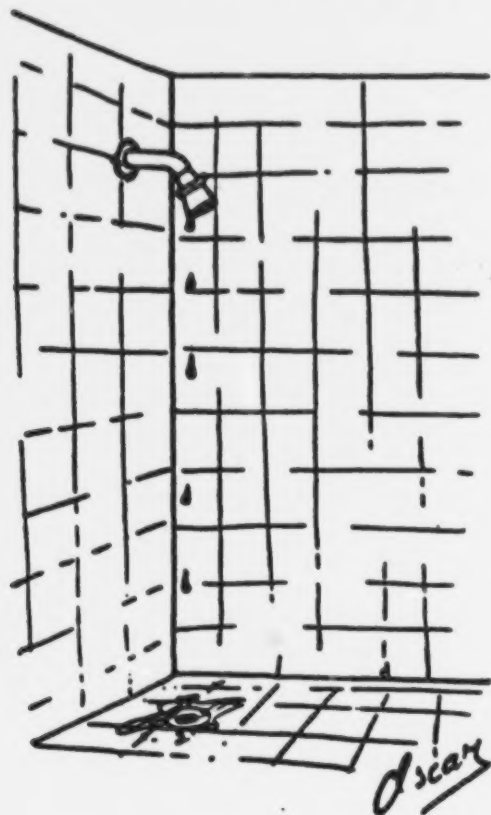
Student

- 5. Outlet/work
- 6. lock/broken

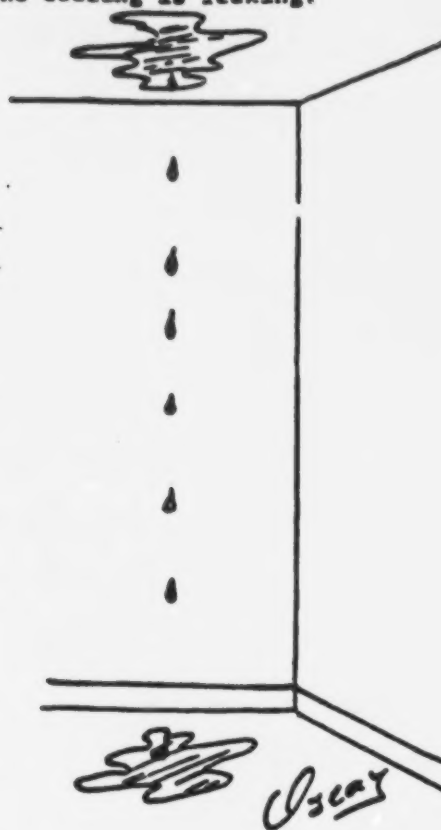
Tutor

- 5. The outlet doesn't work
- 6. The lock is broken.

The shower faucet is dripping.



The ceiling is leaking.

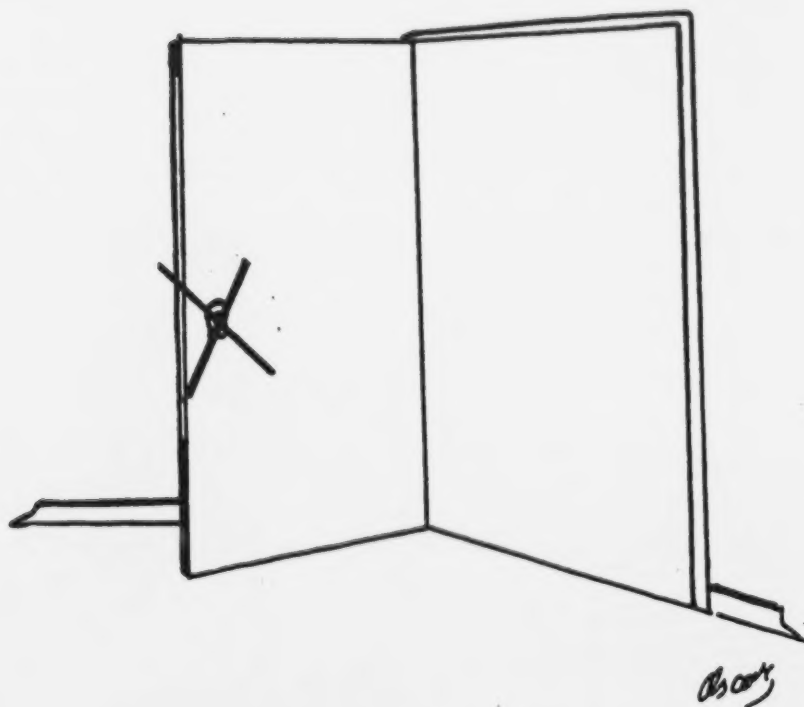
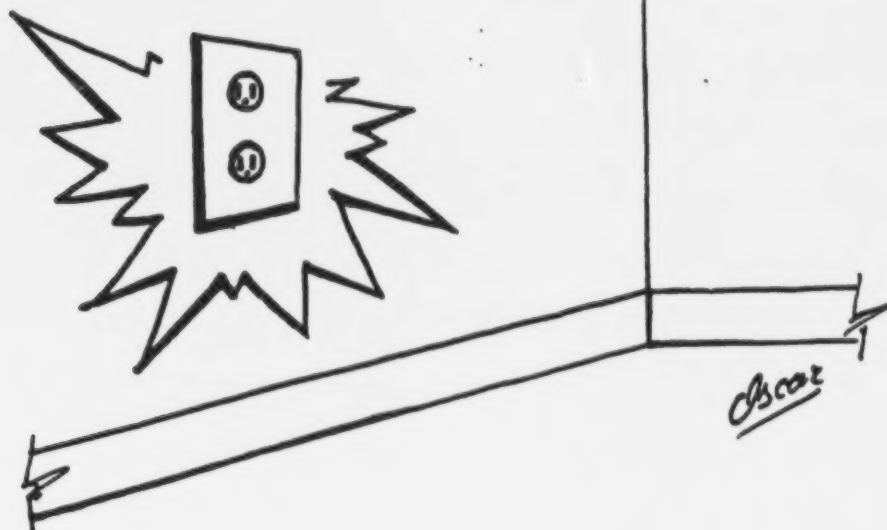


The bathtub is stopped up.

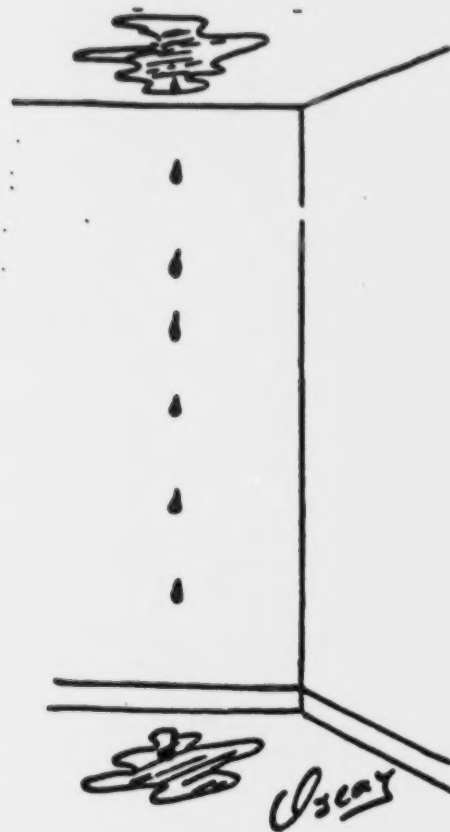
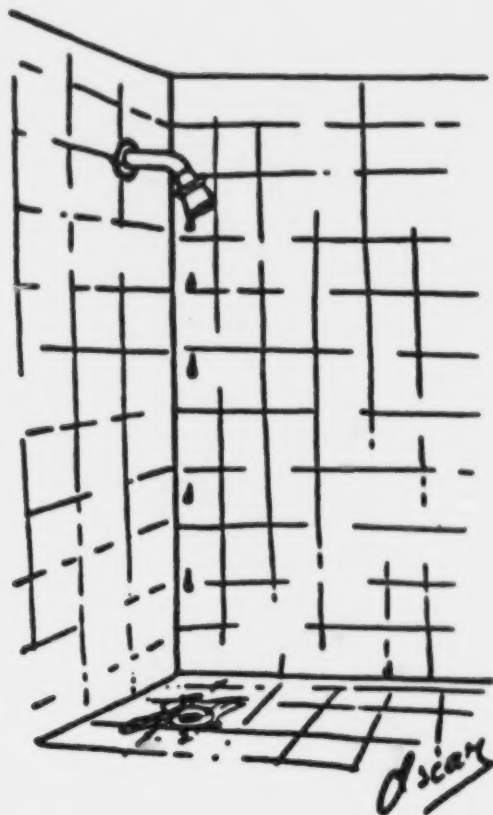


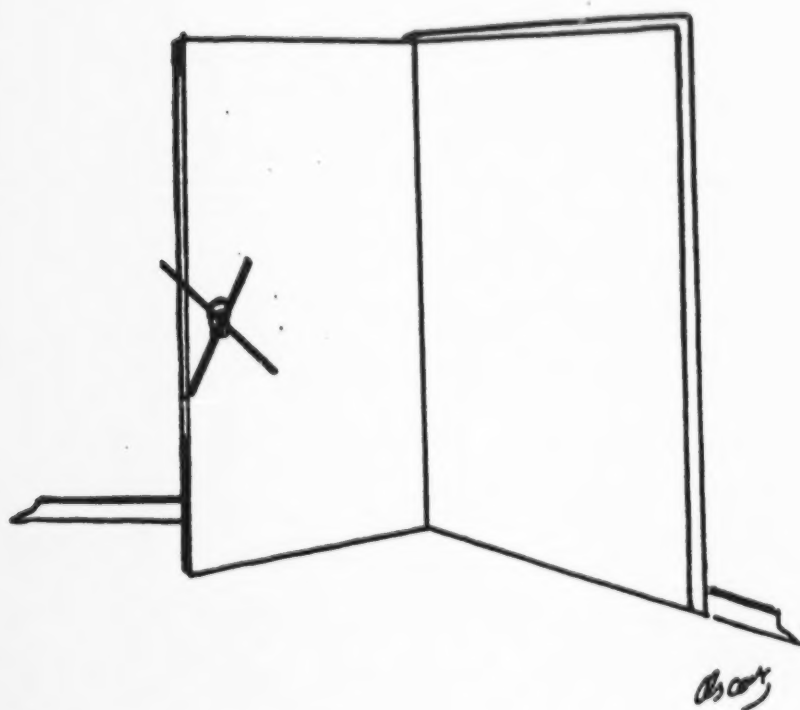
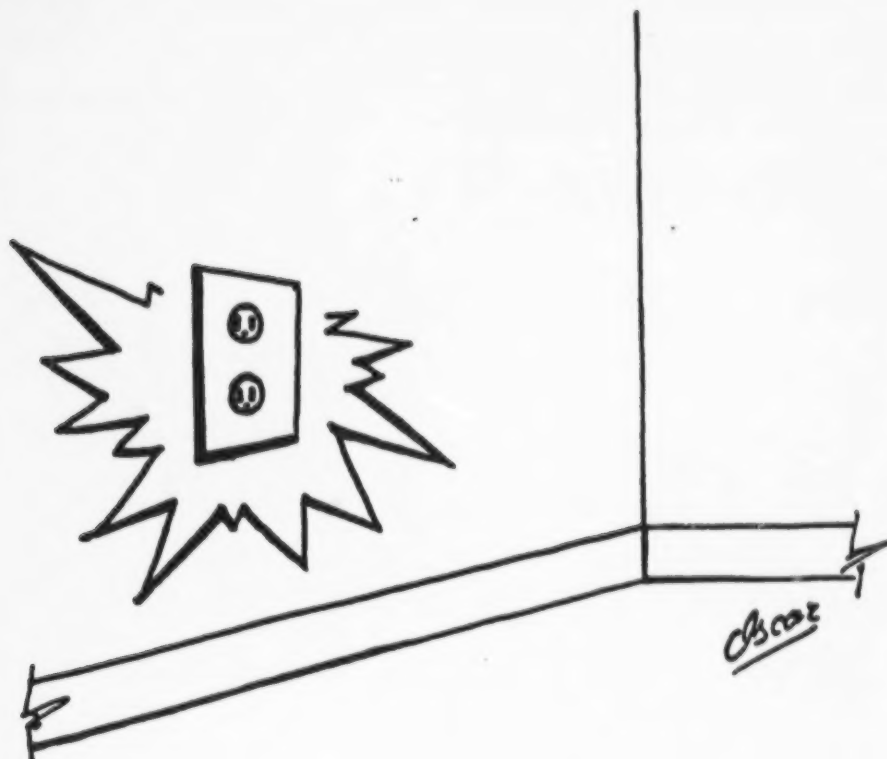
The toilet is clogged up.

The outlet doesn't work.

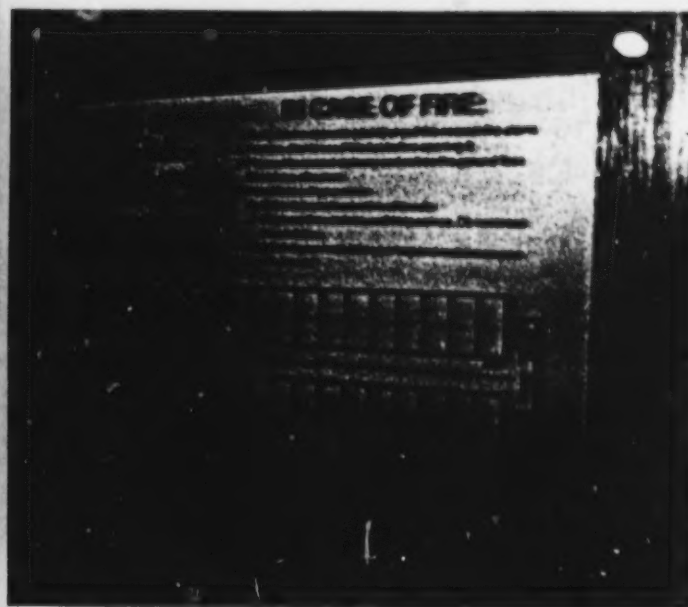


The lock is broken.





105



106

PREVENTING AND REPORTING ACCIDENTS

OBJECTIVE: To discuss ways to prevent accidents through discussion and role play.

PROCEDURE: The following situations can be read to students, with a discussion following. Students can also role-play each situation, expanding upon the story by adding hotel guests or managers, and by resolving/reporting the accident. Students can also "administer" first aid (bandages), if appropriate.

Emphasize the reporting procedure of the particular hotel.

Discussion questions:

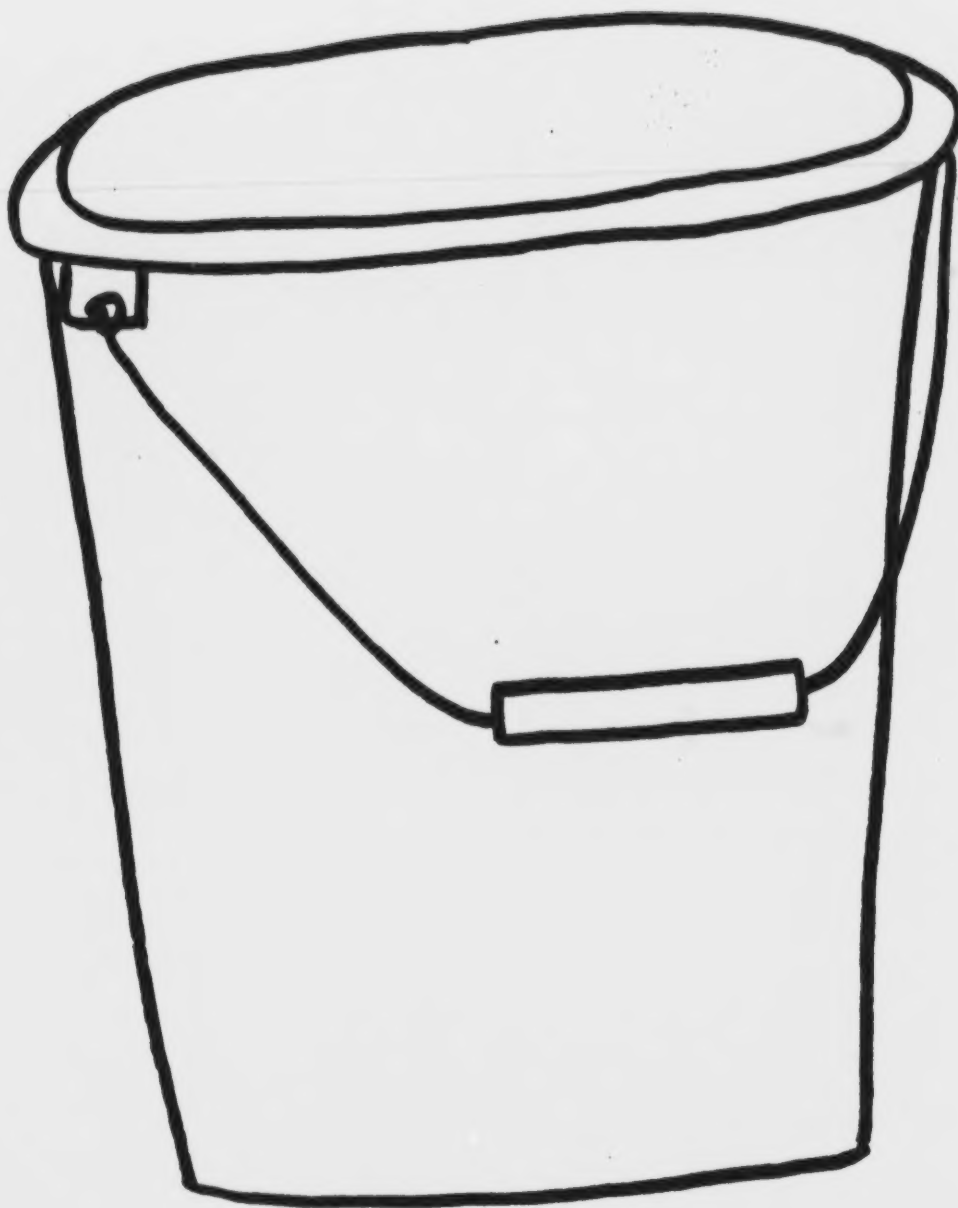
1. What, if any, preventative measures could have been taken?
2. What should the employee do next?
3. Should the employee report the accident?
4. Who do you contact when you get hurt?
5. Where is the nearest first aid kit?
6. What do you do if you burn your hand?
hurt your back?
cut your leg?
7. What's the proper way to: push a cart
lift a box
work with machines

PREVENTING AND REPORTING ACCIDENTS

Situations

1. Peter has to clean the stove. He doesn't check to make sure that the oven and grill are cool. He burns his fingers. What should he do?
2. Ana was vacuuming the carpet. She stumbled and fell over the electrical cord. Her leg and arm hurt very much. What should she do?
3. Margarita is a new employee. She works in housekeeping. She's pushing the cart fast and she has her hands on the sides of the cart. She strains her back. What should she do?
4. Cesar is setting up the meeting room. He lifts several boxes incorrectly and hurts his back. He thinks that he strained it. What should he do?
5. Po is working in the laundry room. She put her hand in the washer while the clothes were being washed. Her hand is hurt. She feels a lot of pain in her fingers and they are beginning to swell. What should she do?
6. Luis is a new employee. He is walking in the hall when he trips and falls over a tray that was left in the hallway. His arm is bleeding and he feels dizzy. What should he do?
7. Noi was setting up the banquet room when he got something in his eye. His eye became watery and hurt very much. What should he do?
8. Ricky is carrying a tray of glasses. He doesn't notice that the cabinet door was left open. He hits the door with the tray of glasses and cuts his finger. What should he do?
9. Oswaldo is a hard worker. He is a new employee and wants to make a good impression. He is walking down the stairs very fast. He falls. He is in a lot of pain and thinks that he might have broken his leg. What should he do?

VISUALS

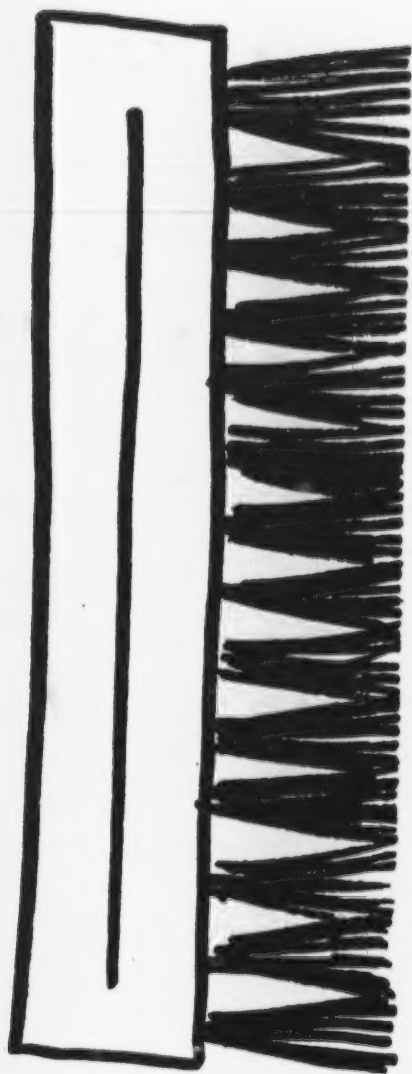


Illustrated by
Amy Chertock

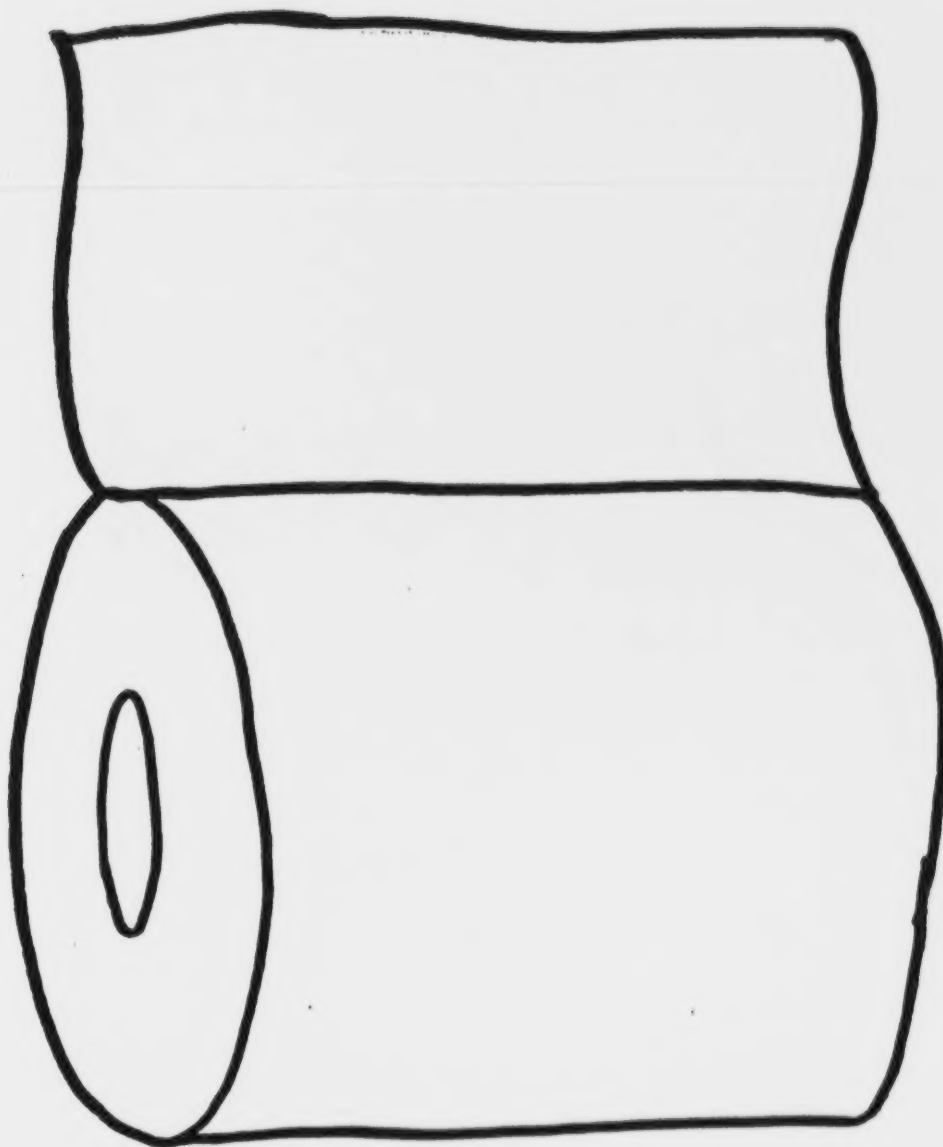


Illustrated by
Amy Chertock

111

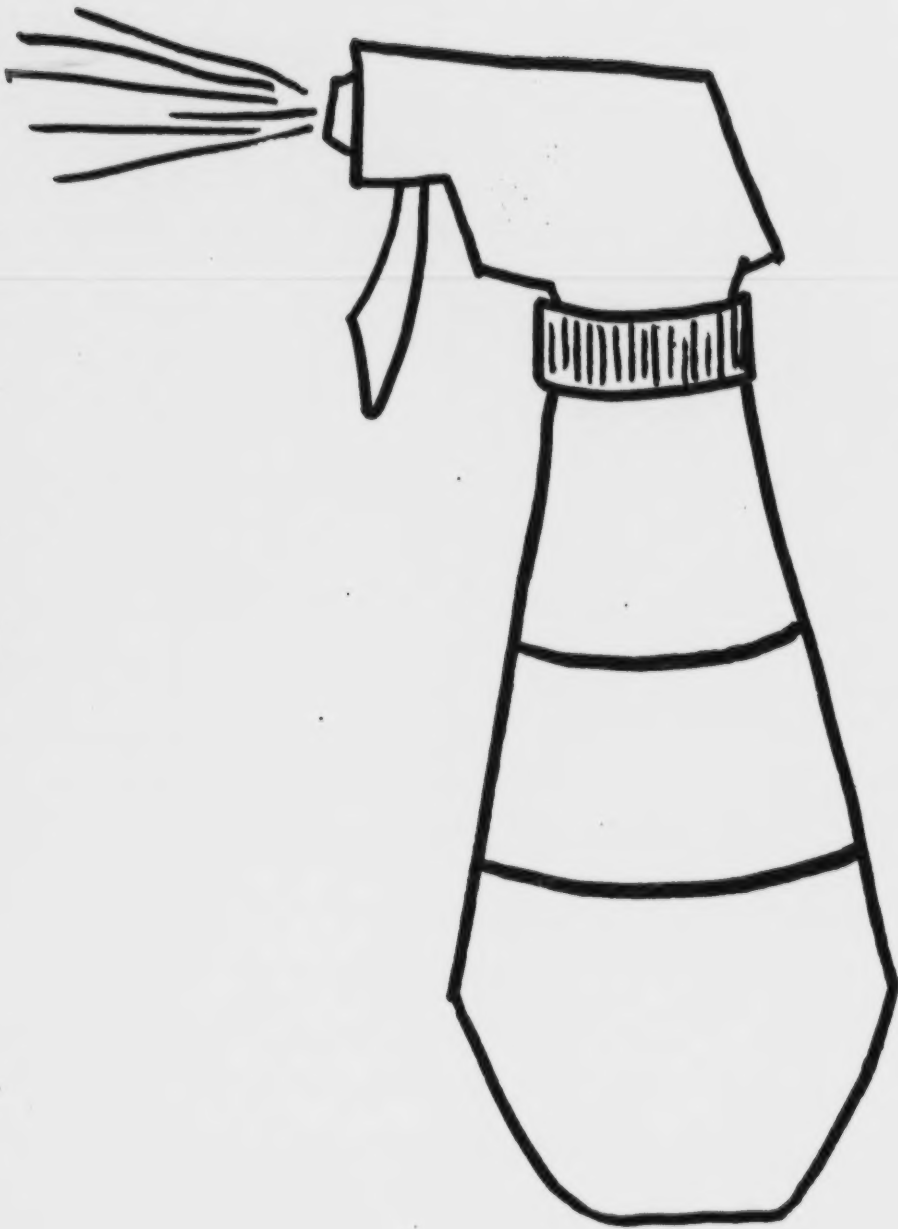


Illustrated by
Amy Chertock

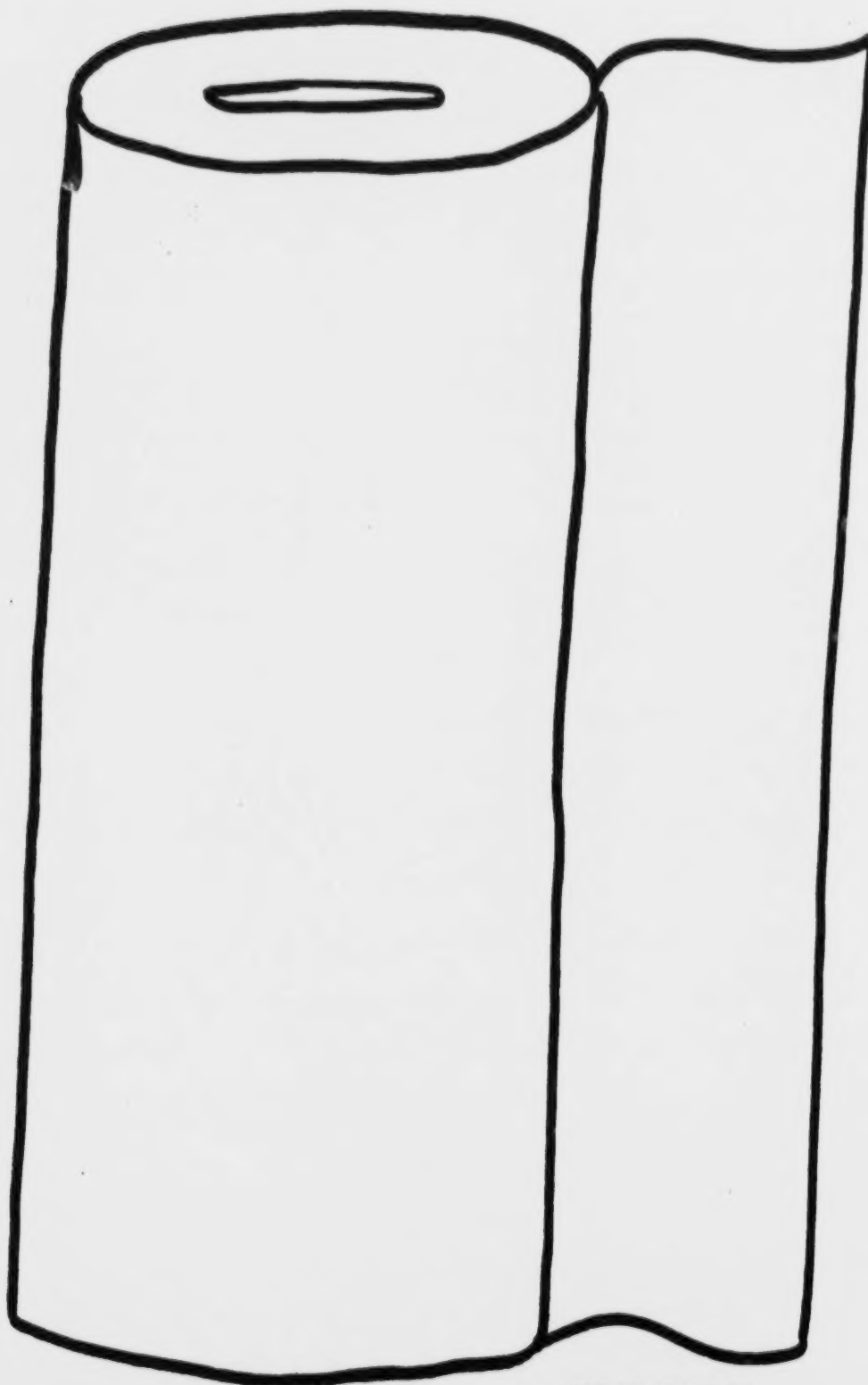


113

Illustrated by
Amy Chertock



Illustrated by
Amy Chertock



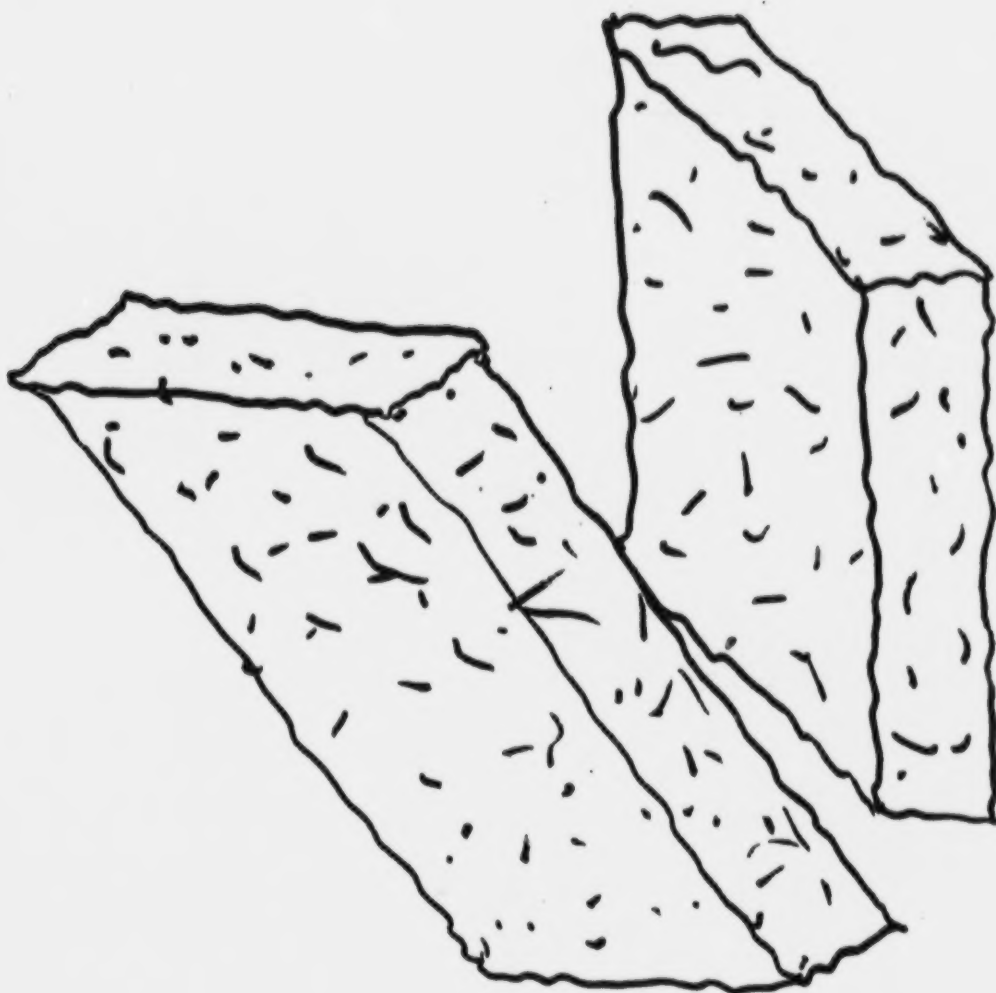
115

100

Illustrated by
Amy Chertock



Illustrated by
Amy Chertock

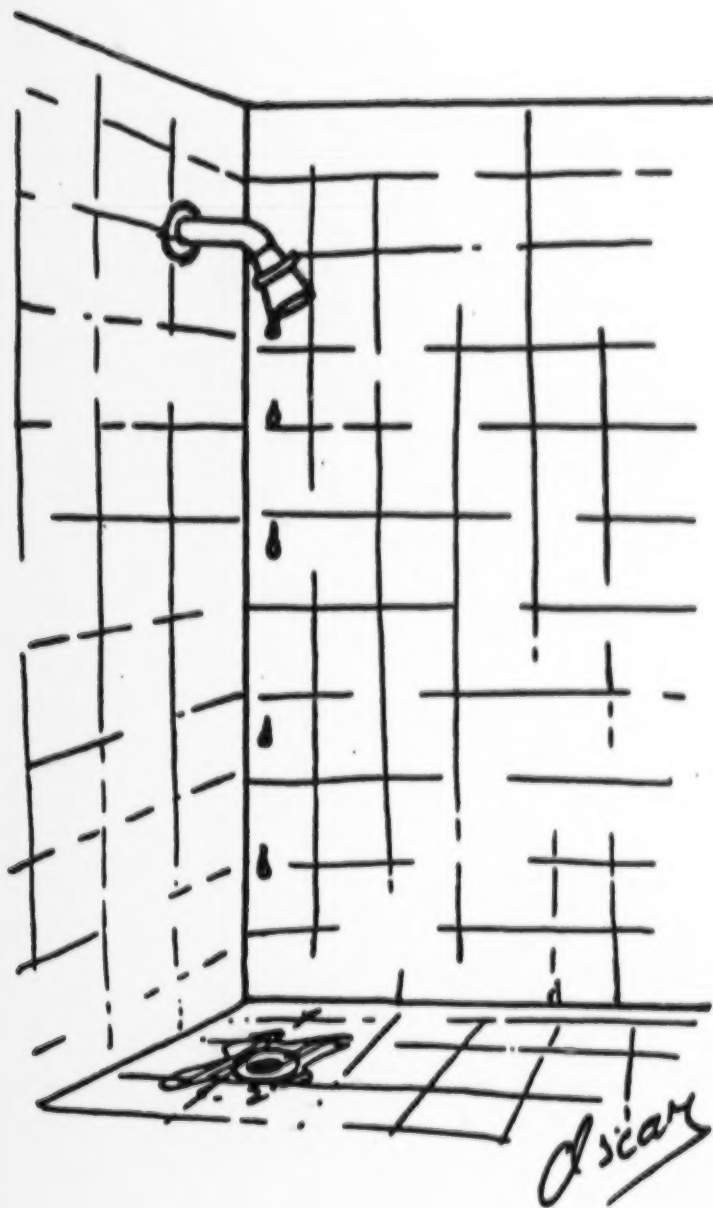


117

Illustrated by
Amy Chertock



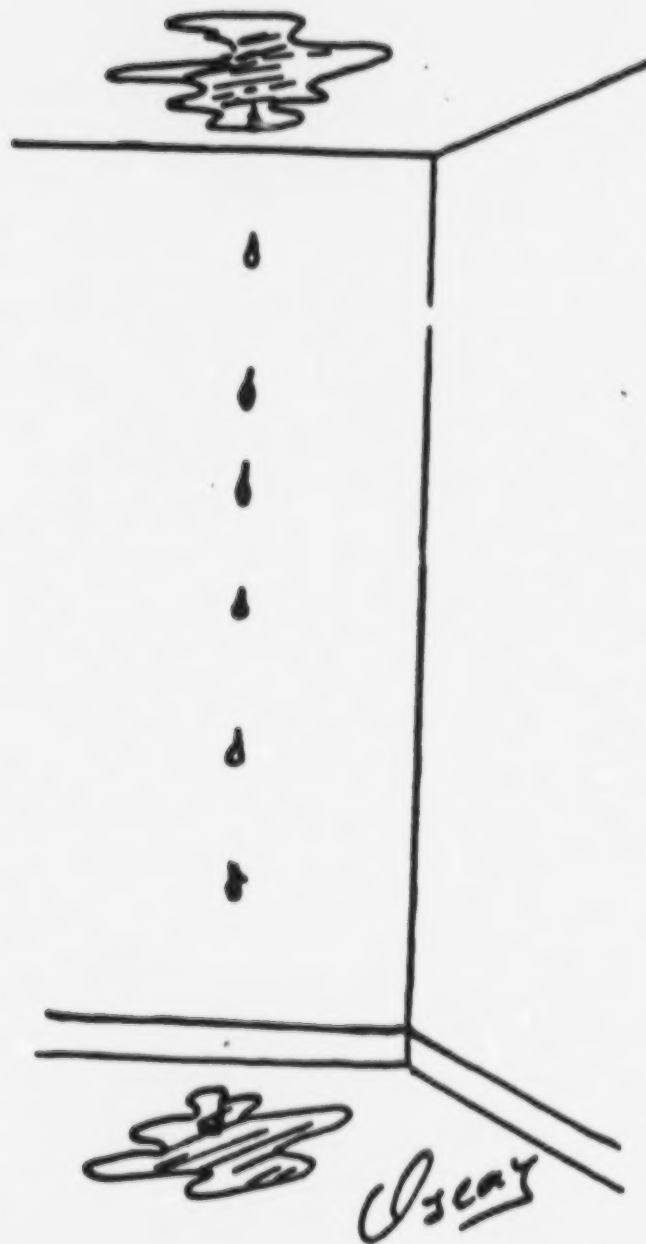
Illustrated by
Amy Chertock



119

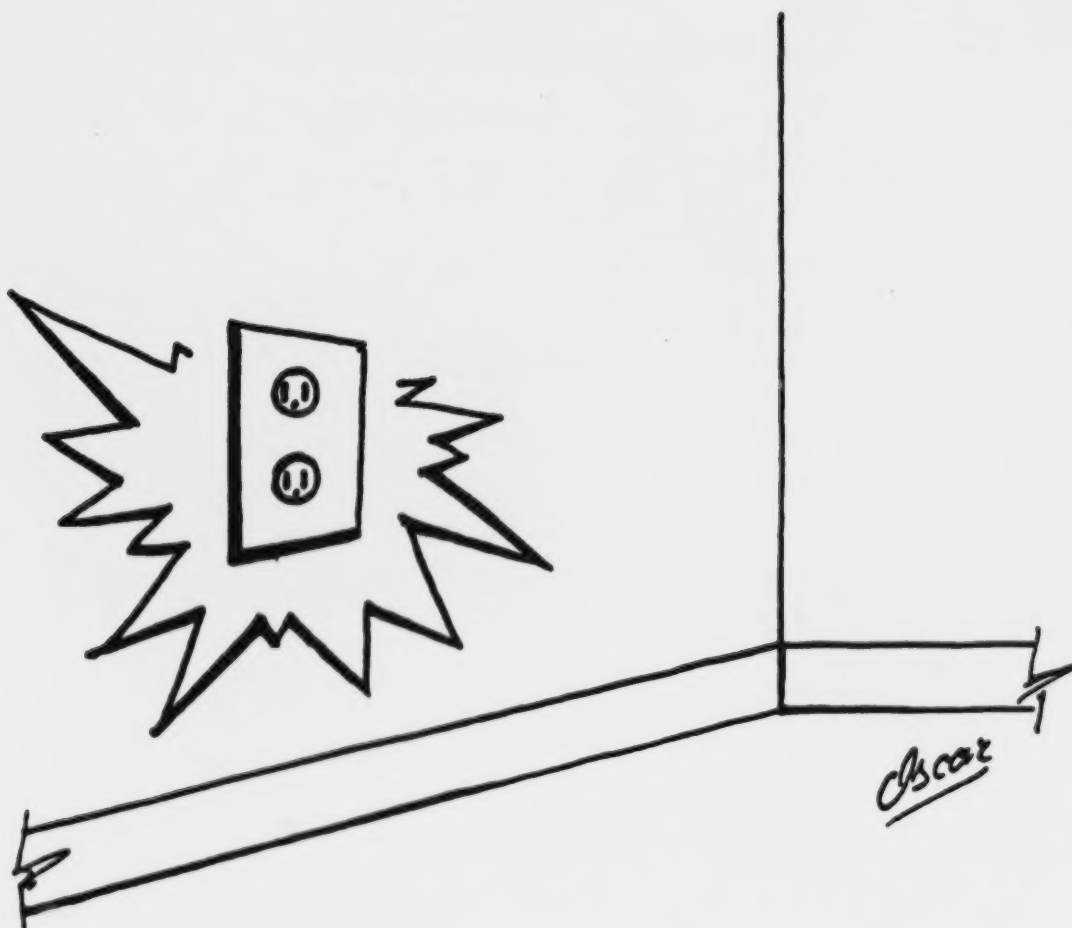


120

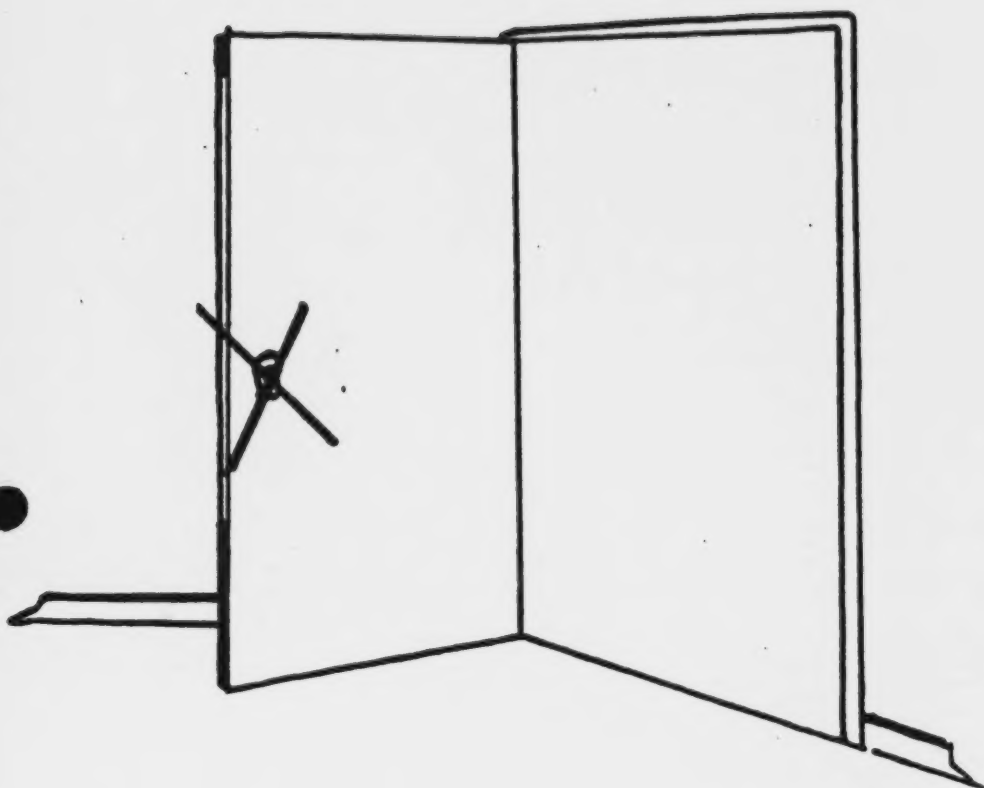


121



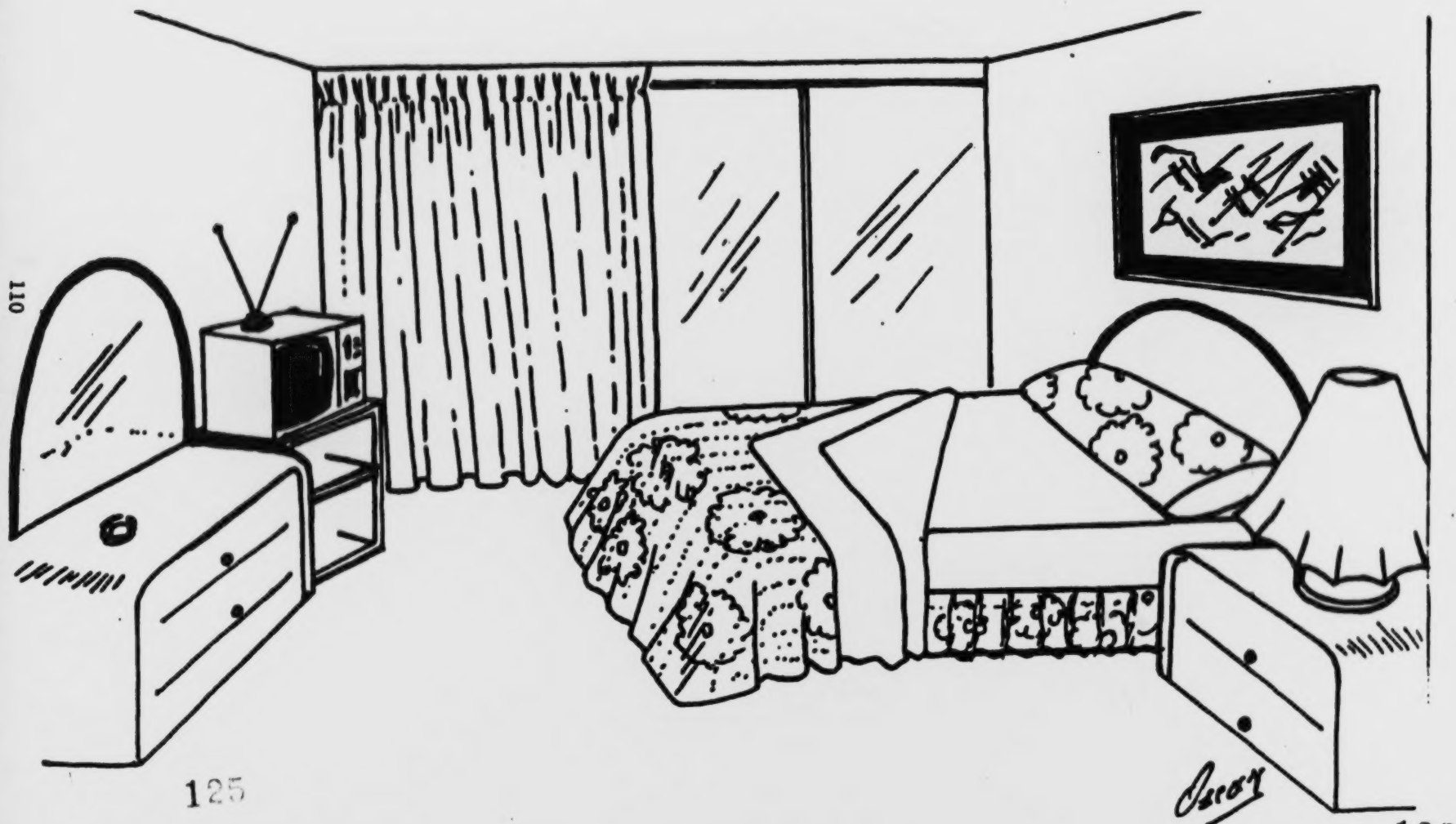


123



As art

124



**HOUSEKEEPING
VOCABULARY**

GENERAL HOTEL VOCABULARY

SIGNS

closed
do not disturb
elevator
exit
fire escape
front desk
in
lobby
maid service
open
out
out of order
pull
push
restroom
stairway

PAY-RELATED/FORMS

birthdate	paycheck	time off
call in sick	paystub	unvested
date of birth (DOB)	punch in	vacation
deductions	punch out	vested
insurance	short term disability	
number	sick leave	
overtime	take off	

HOTEL ROOM FURNITURE AND SUPPLIES

Stationary supplies/telephone information

directory
envelopes
guest information
letterheads
room service menu
stationary folder
telephone book

Furniture/Bedding

air conditioner	pillow
alarm clock	pillow case
armoire	sheets
bedspread (king or double)	standing lamp
blanket (king or double)	table
bud vase	waste basket
carpet	
chair	
desk	
drapes	
dresser	
floor lamp	
heater	
mattress pad	
mirror	
night stand	

HOTEL ROOM FURNITURE AND SUPPLIES

Miscellaneous Items

ashtrays

bible

do-not-disturb sign

drape cords

glasses

hangers

ice bucket

key

laundry bags

matches

pens

sewing kits

switches

BATHROOM SUPPLIES AND FIXTURES

bath sheet	soap
bath mat	stopper
bath robe	tissue dispenser
bath rug	tissue
bathroom	toilet paper
bathtub	toilet
bubble bath	waste basket
clothes pins	
conditioner	
cotton balls	
floor	
glasses	
guest bag	
hand lotion	
hand towels	
mirror	
mouthwash	
scale	
sewing kits	
shampoo	
shoe polish	
shoe horn	
shoe mitt	
shower hooks	
shower curtain	
shower cap	

CLEANING SUPPLIES

brush (scrub brush)
cleanser
dryer
glass cleaner
gloves (rubber gloves)
mop
paper towels
sponge
spray
vacuum cleaner/vacuum
washer

COMMON HOUSEKEEPING PHRASES

Do you need anything?

Good night.

Good afternoon.

Good evening.

Good morning.

Have a good day.

Have a nice day.

How are you today?

How long will you be staying here?

I hope you have a pleasant stay.

I hope you enjoy your stay.

Is anyone there?

Is there anything else?

May I clean your room now?

May I come in?

What time will you be checking out?

What time would you like your room cleaned?

When can I come back to clean your room?

Where are you from?

Would you like your bed turned down?

Would you like turndown service?

Your room has not been cleaned because the "Do not disturb" sign
was on the door.

+

MAINTENANCE PROBLEMS / REPAIRS NEEDED

armoire doors will not close
bathroom fluorescent light is out or flickering
bathtub stopped up
bottle opener missing or loose
ceiling access panel opened
ceiling leaking
cigarette burn in carpet/floor
draperies off rod
draper rod off ceiling
drapery pull string or pulley broken
electrical socket and cover plate loose or missing
fan unit cover not replaced
light and television switches not working
lock is broken
mirrored closet door sticks
outlet doesn't work
shower head broken
shower head loose
shower faucet dripping
sink faucet dripping
television picture all snow
television outlet not working
thermostat adjusting wheel broken
toilet runs constantly
toilet clogged up

RESOURCES

Resources Utilization Chart

	A Conversation Book: English in Everyday Life, Book 1.	Side By Side	Grammar Work 1	Grammar Work 2	Lifeskills 1	Practice with Your Partner	Survival English	Speaking Up At Work	Lifelines 1
I. Giving and Taking Directions									
a. hotel plans and location									
b. room numbers (cardinal)		a. 199				a. 7	pp. 45-46		
c. floor numbers (ordinal)		a. 199		a. 6	a. 59			pp. 20-23	
d. propositions	pp. 39-45	pp. 32-34, 144-149	pp. 32, 33, 40-41	a. 20	a. 59		pp. 39, 120-128	a. 20-29	
II. Guest Relations									
a. greetings & small talk	pp. 2, 3, 61-67		pp. 74, 78		pp. 7-13			pp. 1-5	pp. 1-9
b. permission & requests				pp. 64-68				pp. 44-49	
c. time phrases	a. 21-27	pp. 95-96	pp. 60, 61	a. 19	a. 28	a. 11	pp. 85-88		
III. Forms									
a. simple forms	pp. 110, 111		pp. 3, 4		pp. 7-13	pp. 9, 10, 12, 13	pp. 17-18		pp. 11-19
b. understanding you club	pp. 112-115							pp. 50-56	
c. interpreting work schedules	a. 55	a. 56		a. 7	pp. 25-28	a. 13	pp. 47-52	pp. 11-14, 34-37	
IV. Reporting Information									
a. calling in sick	a. 125			a. 59	a. 27		pp. 64- 106	pp. 16-19	pp. 61-69
b. repairs	pp. 52, 91, 39-43				a. 60			pp. 100-103	
c. accidents (preventing & reporting)	pp. 129, 129	a. 180						pp. 60-74	

BIBLIOGRAPHY

- Batchelor de Garcia, K. & Slaughter, R. (1986). *In Plain English*. Reading, MA.: Addison Wesley.
- Boyd, J.R. & Boyd, M.A. (1982). *Before Book One*. Englewood Cliffs, N.J. Prentice Hall Regents.
- Breyer, P. (1982). *Grammar Work 1, English Exercises in Context*. Englewood Cliffs, N.J.: Prentice Hall Regents.
- Breyer, P. (1982). *Grammar Work 2, English Exercises in Context*. Englewood Cliffs, N.J.: Prentice Hall Regents.
- Carver, T. & Fotinos, S. (1985). *A Conversation Book: English In Everyday Life, Book One*. Englewood Cliffs, N.J.: Prentice-Hall, Inc.
- Clark, R.C. (1980). *Language Teaching Techniques Resource Handbook, Number 1*. Brattleboro, Vermont: Pro-Lingua Associates.
- Defilippo, J & Walker, M. (1982). *Lifeskills 1*. Reading, MA.: Addison Wesley.
- Fairfax County Public Schools Office of Adult and Community Education (1987). *English in the Workplace, Manual and Curriculum Guide*. Falls Church, Va.
- Foley, B & Pomann, H. (1981). *Lifelines 1*. Englewood Cliffs, N.J.: Prentice-Hall Regents.
- Friedenberg, J. & Bradley, C. (1984). *The Vocational ESL Handbook*. Rowley, MA.: Newbury House.
- Huizenga, J. (1987). *Preparing the Way*. White Plains, N.Y.: Longman.
- Jupp, T. & Hodlin, S. (1975). *Industrial English*. London: Heinemann Educational Books.

- Molinsky, S.J. & Bliss, B. (1980). *Side By Side*. Englewood Cliffs, N.J.: Prentice-Hall, Inc.
- Mosteller, L. & Paul, B. (1985). *Survival English*. Englewood Cliffs, N.J.: Prentice-Hall, Inc.
- Mrowicki, L. (1987). *Practice With Your Partner*. Palatine, IL. Linmore Publishing.
- Mrowicki, L. (1984). *Let's Work Safely!* Palatine, IL. Linmore Publishing.
- Mrowicki, L. & Furnborough, P. (1982). *A New Start*. Portsmouth, N.H.: Heinemann Educational Books.
- Munby, J. (1978). *Communicative Syllabus Design*. Cambridge: Cambridge University Press.
- Penfield, J. (1984). *Integrating English-As-A-Second-Language and the Workplace*. New Jersey: Penfield Associates.
- Prince, D.W. & Gage, J.L. (1986). *Your First Job*. Englewood Cliffs, N.J.: Prentice-Hall.
- Robinson, C. & Rowekamp, J. (1985). *Speaking Up At Work*. Cambridge: Cambridge University Press.
- Schwartz, S.E. & Budd, D.M. (1983). *Hotel/Motel Jobs*. Hayward, CA.: Janus Book Publishers.
- Wrigley, H. (1987). *May I Help You?* Reading, MA.: Addison-Wesley.

SUPPLEMENTARY INSTRUCTIONAL MATERIALS

Housekeeping. Life Concepts IV. Flashcards. Beaverton, OR.: Dormac, Inc.

Independent-Living Sequential Cards (470), Photographs. Allen, Texas,:
DLM Teaching Resources.

Instant Accent Clock. Wall-size master clock and 36 mini-clocks. St. Paul,
MN.: Trend Enterprises.

Toy Money. Assorted bills and coins. Baltimore, MD.: Media Materials.

TPR Student Kit: The Kitchen. Asher, J. (1984), Los Gatos, CA: Sky Oaks
Productions, Inc.

APPENDICES

APPENDIX A

141

- * Do your limited English proficient (LEP) employees say "yes" when they mean "no?"
- * Can you understand them when they speak to you?
- * Do they rely on interpreters?
- * Do they do things incorrectly after you have given them proper instructions?
- * Do they misunderstand customer's or client's requests?
- * Is there a communication barrier?

English in the Workplace can be the answer

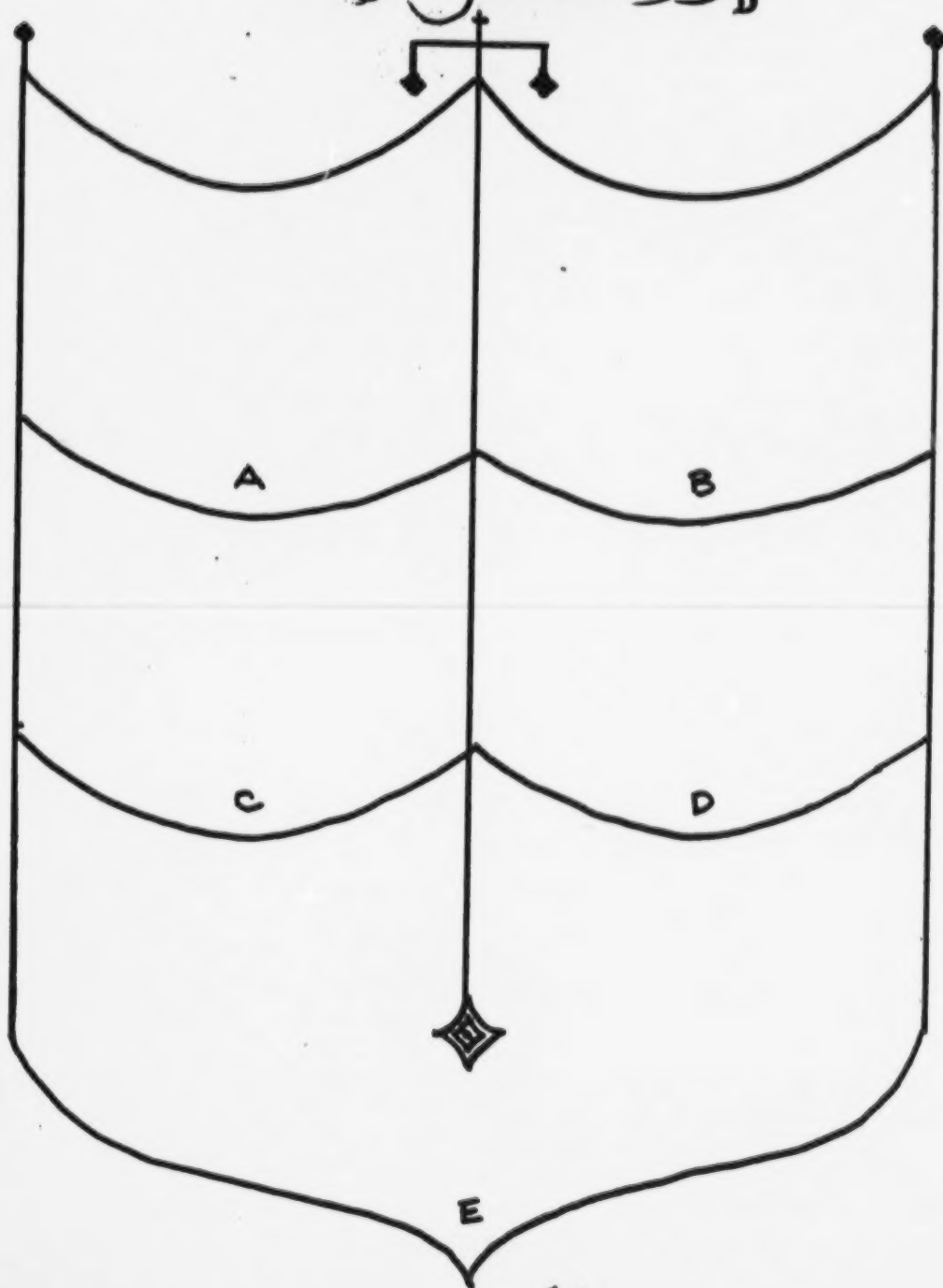
Fairfax County Public Schools' Office of Adult and Community Education can bring job-specific English as a second language training to your workers

- * classes conducted at the worksite at employer's convenience
- * course content tailored to employers' and employees' need
- * employers, employee, and instructor collaborate on course design, needs assessment, and evaluation of progress
- * practical, everyday Spoken English
- * concurrent training for supervisors of LEP employees
- * observable, immediate results: improved pronunciation, improved client, guest satisfaction, more productive workers
- * individual and group instruction
- * certified teachers with many years experience

APPENDIX B

143

Cultural Coat of Arms



CULTURAL COAT OF ARMS

- A. Symbolize an element of dress or clothing you have or admire that represents your culture.
- B. Symbolize a favorite food that is part of your cultural identity.
- C. Symbolize or summarize in a phrase your cultural group's greatest accomplishment.
- D. Symbolize or describe an artifact of your culture you have at home or in your office.
- E. Summarize in a phrase a social pattern or generalized cultural value that is reflected in your personal style.

CULTURAL COAT OF ARMS

QUESTIONS

Talk about the following questions within your group and record some of the comments/observations you make.

1. What part of the cultural coat of arms did you find the most difficult?
2. What questions came into your mind as you were doing the coat of arms?
3. Identify the primary cultures (American/Chinese/Italian/Greek/etc) which you chose and then identify any subcultures (single/married/women/men/Texan/etc.) which you included as a part of your cultural coat of arms.
4. Did you mix symbols for primary cultures and subcultures?
5. What time frame did you use symbols from--past, present, future?
6. What other comments or observations do you have after reviewing the cultural coat of arms?

Culture Shock and Cultural Adjustment

Interview

Instructions: Interview someone who was born in another country and has moved to the United States within the last five years. Spend about twenty minutes discussing the questions outlined below. These questions are intended to be used as conversation starters and guidelines; feel free to vary the format of the interview. It is important that you ask questions and not give someone this sheet to fill out.

1. What happened on your first day in the United States?
2. Describe your first experiences with:
 - a. food in this country
 - b. housing in this country
 - c. transportation in this country
 - d. shopping in this country
 - e. employment in this country
 - f. parties/making friends in this county
3. What unexpected, surprising, or unusual things have you learned about life in this country?
4. In what ways is life in this country different than life in your country?

REACTION FROM INTERVIEW

1. What was your first reaction to doing an interview?
2. Was it easy or difficult to find someone to interview? How did you select your subject?
3. How did the interview progress?
Were there lapses of silence?
How did you react during the periods of silence?
How did you decide when to wait for the person you interviewed to talk and when to move on?
4. How did the person you interviewed feel about being interviewed?
5. Did the interview questions work well as conversation starters?
6. What did you find out that you hadn't anticipated?
7. In general, what feelings did your subject have about life in the United States?
8. How did you feel when you were finished with your interview?

APPENDIX C

149



FAIRFAX COUNTY
PUBLIC SCHOOLS

Department of Vocational, Adult, and Community Education

Marshall Adult Education Center
7731 Leesburg Pike
Falls Church, Virginia 22043

Dear Supervisor:

Your employee(s) have registered for an English in the Workplace/English as a Second Language course. In order to better meet the needs of your limited English proficient employees, we are conducting this survey. Please mark all the areas and/or situations where you experience the most difficulties. Thank you for your time.

1. Which language skills are necessary for the performance of the employees job?
 - a. listening (understanding instructions, etc) _____
 - b. speaking (asking for assistance, etc) _____
 - c. reading (reading labels, etc) _____
 - d. writing (writing reports, messages, etc) _____
2. Which skill is the most important? _____
3. Where do your employees need the most improvement?
 - a. speaking on the telephone _____
 - b. writing reports _____
 - c. understanding directions _____
 - d. speaking to supervisors _____
 - e. interacting with co-workers _____
 - f. carrying out instructions correctly _____
 - g. asking for clarification instead of saying "yes" _____
 - h. phoning in when sick or late _____
 - i. coming to you with problems _____
 - j. asking for permission to do something _____
 - k. reporting accidents _____

- l. understanding company policies _____
- m. understanding evaluations _____
- n. responding to criticism or praise _____
- o. speaking clearly and distinctly _____
- p. using appropriate gestures and responses _____
- q. reporting health/family problems _____
- r. other: _____

4. What is the level of English proficiency of your employees?

low

middle

high

5. How many limited English proficient employees do you supervise?

We appreciate your interest in our program.

Yours truly,

Laura Romstedt

Laura Romstedt
Coordinator
English in the Workplace

APPENDIX C-2

152

STUDENT NEEDS ASSESSMENT

1. To do your job, do you have to talk with

a supervisor?

a co-worker?

an assistant supervisor?

hotel guests?

a secretary?

maintenance?

Never	Some-times	Often	Always

2. When you speak, do you talk to the following people?

your supervisor?

a co-worker?

hotel guests?

secretary?

maintenance?

3. Do you need to write anything to the following people?

your supervisor?

--	--	--	--

a co-worker?

guests?

maintenance?

Never	Some- times	Often	Always

4. To do your job, do you have
to read

memos?

labels?

directions?

notices?

schedules?

signs?

evaluations?

maps?

vouchers?

receipts?

inventories?

APPENDIX D

155

2 Purpose of the Test: Assessment and Monitoring

Adults of limited-English speaking ability who wish to participate in bilingual vocational training programs have various levels of proficiency in English. Some may speak no English at all. Others may be able to follow simple directions in English but cannot respond in English. Some may be able to understand and produce the basic structures and vocabulary of the English language but cannot process the more-technical language required in the vocational setting. When such persons enroll in a bilingual vocational training program, some estimate of their level of English-speaking ability must be made in order to provide them with appropriate instruction and to determine the amount of improvement in English achieved during the training period.

Currently there are no adequate tests available that allow project directors or instructors to plan for the instructional needs of persons of limited-English-speaking ability. Although instruments have been developed to determine the level of English proficiency of children, these tests are not appropriate for an adult population. Furthermore, most of the English-proficiency tests developed for adults were designed to test the language required for college and university work. There is, then, a need for a test appropriate to adults who wish to participate in a vocational training program.

The BVOPT has a dual purpose:

- to screen people for enrollment in a bilingual vocational training program, and
- to determine the gain in English proficiency achieved during the training period.

Though designed specifically for one kind of program — bilingual vocational training — this Test would be appropriate for any program whose students are adults, limited speakers of English, and involved in learning either vocational or life skills. Manpower programs, adult basic education programs, continuing-education programs, and special education programs of many kinds may use the BVOPT for the purpose of adapting instruction to the special needs of the limited speaker of English.

PRE-TEST

Name _____

Date _____

1. Describe your job
2. Tell about your supervisor
3. Write about your country

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the paper.

POST-TEST

Name _____

Date _____

1. What I learned in this class
2. Why taking English classes is important
3. What I do in my job
4. An accomplishment I am proud of

150

.APPENDIX E

159

Materials and Information for English Class

- _____ 1. Organizational Chart
- _____ 2. Personnel Handbook or Personnel Policies
- _____ 3. Job Descriptions
- _____ 4. Time Sheet (if Time Clock is not used)
- _____ 5. Hotel Forms - housekeeping reports, maintenance reports,
"Do Not Disturb" sign, etc.
- _____ 6. Pay Stub
- _____ 7. Layout of hotel

In order to design a more effective course, I would like to arrange a time to:

- _____ Work alongside employees
- _____ Speak with supervisors
- _____ Attend a training session
- _____ Photograph or videotape common work situations

Thank you for your assistance and cooperation.

APPENDIX F

161

To:

Date:

From:

Subject: **English Class**

The following topics have just been introduced. It would be helpful to your employees if you could practice these concepts with them. Thank you.

Vocabulary:

Grammar:

Culture:

Work Specific:

APPENDIX G

Daily Attendance

Date: _____

Class Location: _____

Instructor: _____

Lesson/Activity: _____

Name & Department (Please print) & sign

Name

Department

ENGLISH AS A SECOND LANGUAGE

COURSE # _____ SECTION # _____ LOCATION _____ INSTRUCTOR _____

TELEPHONE NO.

[illegible]

English in the Workplace/English as a Second Language

Student Progress Report

Student's Name _____	Teacher's Name _____
Date of Enrollment _____	Date of Termination _____
Work Location _____	Reason for Termination _____
Class Location _____	Attendance _____



APPENDIX H



FAIRFAX COUNTY
PUBLIC SCHOOLS

Department of Vocational, Adult, and Community Education

Marshall Adult Education Center
7731 Leesburg Pike
Falls Church, Virginia 22043

Dear Supervisor,

_____ recently completed a _____ hour course in English in the Workplace/English as a Second Language. In order to evaluate our program and curriculum and to improve them, we would like feedback from you concerning the progress and/or improvement of your employee. Thank you for your time.

Did the course help the employee in the following areas:

	Yes	No	N/A	Comments
1. Understanding verbal instructions				
2. Asking for clarification				
3. Understanding written instructions				
4. Communicating in English				
5. Using telephone skills				
6. Reporting accidents				
7. Understanding safety procedures				
8. Interacting with co-workers				
9. Receiving/understanding criticism				
10. Receiving/understanding praise				
11. Self-confidence				
12. Interest in work				
13. Pronunciation				
14. Understanding American culture				
15. Career advancement				
16. Other				

Page 2

On a scale of 1 to 5, 1 being the lowest, please answer the following:

1. Were you satisfied with the training your employee received?

1 2 3 4 5

2. Was the training course valuable to the employee?

1 2 3 4 5

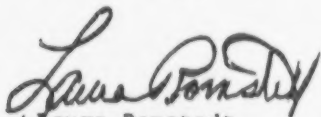
3. Would you like to see this English course continued at your location?

1 2 3 4 5

What recommendations would you have for the next English in the Workplace/
English as a Second Language class?

Thank you for your time and support. We have enjoyed working with you and
your employees.

Yours truly,



Laura Romstedt
Coordinator
English in the Workplace

APPENDIX I

171

Fairfax County Public Schools



Adult & Community Education

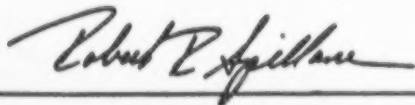
Hereby awards this certificate to

MARCO VASQUEZ

for completion of

a 48 hour course in ENGLISH AS A SECOND LANGUAGE

on this 4th day of MAY, 1988.



172

Superintendent

Principal

Instructor

173